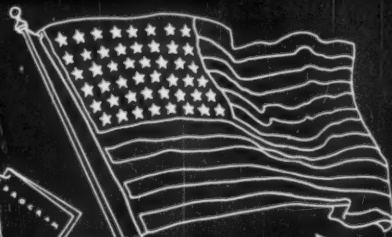


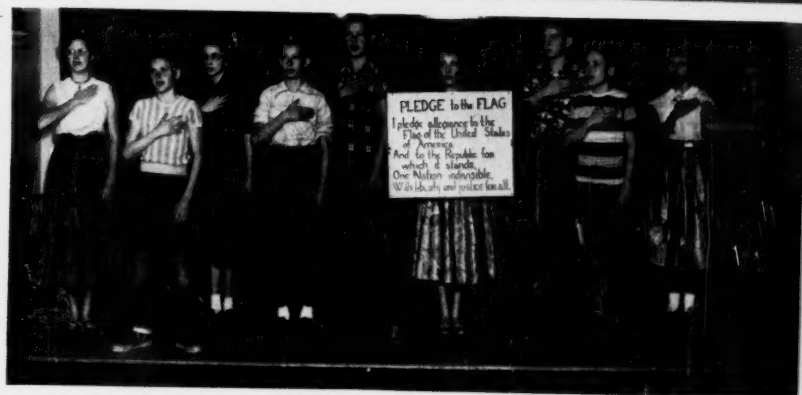
School Activities



SAY CAN YOU SEE

OH

SEPTEMBER 1952



"The Pledge to the Flag"—Emerson Junior High School, Enid, Oklahoma



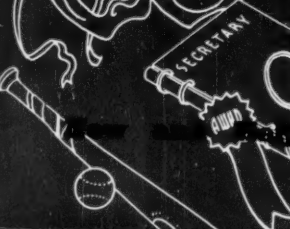
Student Election—Caruthersville High School, Caruthersville, Missouri



ACTIVITY TICKET

GRANT AWARD

HIGH SCHOOL NEWS



EDUCATIONAL READING GUIDE

Serving the Schools of the Nation

- ➞ Educational and Cultural Periodicals
- ➞ Special Educational Rates
TEACHERS • SCHOOLS • LIBRARIES
- ➞ Subscriptions Serviced for All Terms at
LOWEST AUTHORIZED PRICES

WRITE FOR YOUR COPY
of the
NEW EDUCATIONAL READING GUIDE
and
MAGAZINE PRICE LIST

•

Send All Subscriptions to:

**EDUCATIONAL READING
SERVICE** Operated by
 BLACK MAGAZINE AGENCY
Logansport, Indiana

Advisory Board

LAURENCE R. CAMPBELL
Florida State University
Tallahassee, Florida

FRED B. DIXON
John Marshall High School
Richmond, Virginia

EDGAR M. DRAPER
University of Washington
Seattle, Washington

ELBERT K. FRETWELL
Boy Scouts of America
New York, New York

HAROLD E. GIBSON
Illinois State Normal
University
Normal, Illinois

LYMAN B. GRAYBEAL
Colorado State College
Greeley, Colorado

EARL K. HILLBRAND
Washburn Municipal
University
Topeka, Kansas

L. R. KILZER
University of Wyoming
Laramie, Wyoming

VERNON C. LINGREN
University of Pittsburgh
Pittsburgh, Pennsylvania

HAROLD D. MEYER
University of N. Carolina
Chapel Hill, N. Carolina

JAMES H. MOYER
Pennsylvania State College
State College, Pennsylvania

MERLE PRUNTY
Stephens College
Columbia, Missouri

LAWRENCE A. RIGGS
Depauw University
Greencastle, Indiana

PAUL W. TERRY
University of Alabama
University, Alabama

ADOLPH UNRUH
Washington University
Saint Louis, Missouri

ELMER H. WILDS
Western Michigan College
of Education
Kalamazoo, Michigan

School Activities

HARRY C. MCKOWN, *Editor*

C. R. VAN NICE, *Managing Editor*

RALPH E. GRABER, *Associate Editor*

VOL. XXIV, No. 1

September, 1952

CONTENTS

As the Editor Sees It	2
We, Too, Salute Dr. Fretwell <i>Fred B. Dixon</i>	3
Thanks, A Million <i>A High School Graduate</i>	5
Should We Form a Federal Union of the Nations of the North Atlantic Pact?	6
<i>Harold E. Gibson</i>	
Sponsoring the Co-Curricular Activities	11
<i>Glady's Benerd</i>	
Officials Are Important	13
<i>Taylor Dodson</i>	
Five Man Football	15
<i>James J. Rafferty</i>	
Round or Square	19
<i>Gilbert J. Farley</i>	
Pen Pals From Around the World	21
<i>Sally Anderegg</i>	
Our Circus, A Class Play	24
<i>Esther Miller Payler</i>	
A Dramatics Club in Action	27
<i>Doris E. Coberly</i>	
What You Need	28
Assembly Programs for October	29
<i>Una Lee Voigt</i>	
News Notes and Comments	35
How We Do It	37
Comedy Cues	40

Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 50 cents. \$3.50 per year.

Entered as second class matter, December 1, 1930, at the post office at Topeka, Kansas, under the Act of March 31, 1879, with additional entry at Lawrence, Kansas. All rights reserved by School Activities Publishing Company.

As the Editor Sees It



At the Evanston Conference of the National Association of Student Councils, Dr. Elbert K. Fretwell, the "Daddy" of the activities movement, was presented with a beautiful plaque in appreciation of his many substantial contributions to this field of education.

Friendliness, enthusiasm, intelligence, and inspiration have always characterized his teaching, writing, speaking, and counseling. How well he deserved this honor! And how appropriately did it come from this organization!

We readily recall our first association with Dr. Fretwell (summer of 1921) when we sat in his extracurricular activities class at Teachers College. Throughout the many years since then we have considered "Fret" our best personal and professional friend.

Football time again, and time to remember what Harry Grayson, NEA Sports Editor, wrote last fall (Nov. 23, 1951), "Platoon football hasn't one good point, despite the arguments of its coaching defenders."

We have often regretted that more stories, novels, plays, scenarios, and scripts are not written about school settings, problems, ambitions, and people. (Incidentally, a while back we were asked to write a novel with a school background, the only requirement being that it should be "dirty." It hasn't been written.)

Benson High School, Omaha, Nebraska, recently presented a three-act comedy (written by Gunnar Horn, Head, and Josephine Frisbie, teacher, English Department) in which the hero is the American Public High School. The purpose was to present interestingly and on a high plane a real message of interpretation of the high school, its people, aims, and problems. We need more of such presentations.

You probably recall Amos Sewell's "commencement" cover picture on *The Saturday Evening Post* of June 14, 1952. The character pictures were excellent, especially of the unconscious senior orator, the supercilious political big-shot, and the doting principal. (The rolled diplomas,

too, dated from ancient times.) Whose fault is it if this most-important-educational-event-of-the-year can be so easily and successfully burlesqued?

Many schools, often as a student council project, have "modernized" their auditorium (or gymnasium, if it is used as an assembly room) by the installation of a "loud speaker." And many of them have wasted their money because (1) such a system was not needed, (2) of unwise selection and installation, or (3) no special instruction in using the equipment was provided. In these schools amplification results in a head-ache "mess." Because even at best such a system makes for confusion, an unusually high degree of intelligence is required for its selection, installation, and utilization.

"Few areas have greater potentialities for contributing to general education of students than do extraclass activities . . . but few junior colleges make the most of them," writes B. Lamar Johnson in "General Education in Action," published last spring by the American Council on Education.

His recommendations, which are also applicable to other types of schools, are: (1) plan activities with care, following customary steps of curriculum development — define objectives, build, operate, and evaluate; (2) counsel students on selection of activities with the same care as they are counseled on selection of courses; (3) remove all possible restrictions to active participation by all students; (4) provide leadership training for student officers; and (5) use activities for securing new ideas and viewpoints on the curriculum.

School Activities is always looking for long and short articles, How-We-Do-It items, assembly programs, photographs, and other material. If you supply these, we have a magazine; if you do not, we have no magazine. Savvy? Remember that what may be "old stuff" to you will certainly be "new stuff" to someone else. So . . . Thanks.

School Activities

An educator, counselor, friend, a dynamic leader, an outstanding character is recognized for his many and varied contributions to mankind.

We, Too, Salute Dr. Fretwell

DR. E. K. FRETWELL gave the principal address before the National Student Council Convention last June in Evanston, Illinois, on "The Student Council of the Future." After this speech Coleman Brown, president of the National Association, presented Dr. Fretwell with a plaque in appreciation of his work with student councils throughout the nation. The ovation Dr. Fretwell received was tremendous.

One student council sponsor, Miss Arnita Raffo, who attended the Evanston convention, wrote, "Dr. Fretwell's statement that his 'passion in life is to help people grow' made one feel the sincerity of his talk and visualize the hundreds of youngsters who have profited by his able leadership." The president of our Richmond City Federation of Student Councils, Edward Ferguson, wrote, "I was very fortunate to have the opportunity to meet Dr. Fretwell personally and could appreciate his speech even more by knowing such a friendly, inspirational leader of youth."

In addition to the faculty sponsors and students who attended the Evanston convention, there are thousands of school people who also would like to salute Dr. Fretwell. We should like to present him with a large plaque inscribed as follows:

"TO DR. ELBERT K. FRETWELL, DYNAMIC LEADER OF YOUTH AND AGE, PIONEER TEACHER IN THE FIELD OF

OUR COVER

The upper picture was contributed by the Emerson Junior High School. It displays the proper method in which the Pledge to the Flag of the United States of America is given. A pamphlet on the origin and author of the Pledge of Allegiance was prepared by the National Women's Relief Corps Auxiliary to the Grand Army of the Republic.

The lower picture shows the Student President Campaign and Election in Caruthersville High School, Caruthersville, Missouri, which is quite an important occasion—modern in its organization and procedure, too. Such slogans as "We Like Dick," "Join the Mob—Vote for Bob," and others are prevalent, as well as much enthusiasm and anticipation.

FRED B. DIXON

*Principal, John Marshall High School
Richmond, Virginia*

STUDENT ACTIVITIES, IN SPECIAL RECOGNITION FOR HIS CONSTRUCTIVE SERVICES TO YOUTH."

It is not possible for this writer to put into words the great influence that Dr. Fretwell has exerted as teacher, writer, and counselor. Try asking, however, one of his former students. This former student, after spending some time describing Dr. Fretwell's interesting lectures and the varied committee reports will usually say, "I can remember to this day the way he emphasized that:"

"IT IS THE BUSINESS OF THE SCHOOL TO ORGANIZE THE WHOLE SITUATION SO THAT THERE IS A FAVORABLE OPPORTUNITY FOR EVERYONE, TEACHERS AS WELL AS PUPILS, TO PRACTICE THE QUALITIES OF THE GOOD CITIZEN HERE AND NOW WITH RESULTS SATISFYING TO THE ONE DOING THE PRACTICING."

Two questions occur. First, have we reached this ideal in our secondary schools today? Second, has anyone helped American youth to practice the qualities of the good citizen as much as Dr. Fretwell has helped?

Dr. Fretwell's book, *Extracurricular Activities in Secondary Schools*, came of age this year. This work clearly shows that he loved and understood youth. For example, he wrote:

"Pupils want to have a share in directing themselves. Spirit grows by activity. Boys at least are interested in fun, fighting, and feeding. All, or nearly all, pupils are curious, acquisitive, and interested in leading or following a leader of their own choice. They believe in the positive rather than the negative, in the active as opposed to the passive. They want the out-of-doors and are full of a love of adventure, curious as their ideas of adventure sometimes are. They are gregarious, altruistic, and keenly sensitive to approval and disapproval of their peers. At one and the same time, they are both 'joiners' and migratory."

And of course, he also understood the whole field of student activities. Do you know of a better statement today on student council work than this one written by Dr. Fretwell in 1931?

"The thinking must be on the positive side, but such thinking will probably also lead the reader to recognize that pupil participation in government is not self-government; that it is not primarily a means of discipline; that it is not just a way of getting things done; that it is not paternalism, benevolent despotism, an oligarchy, or an aristocracy; that it is not a way of building *esprit de corps* by rivalry; that it is not a way of freeing teachers from work; that it will not run by itself; that it is not a way of setting pupils in one group over against teachers in another; that it is not a way of teaching information civics; that it is not a substitute for vigorous application to worthwhile curricular work; that it is not a way of finding effective leaders without the difficult work of developing them; that it is not a means for educators to shirk responsibility by leaving affairs entirely in the hands of pupils; that it is not a miraculous way of lengthening the attention-span or of getting rid of temporary interests; that it is not a means of capturing the drive in pupil participation in government and reducing it to a curricular course of study by the easy means of providing time for it in the daily program. Negative definition is not an end in itself, but simply a means of clarifying positive thinking that precedes constructive action."²

We should not leave Dr. Fretwell's book without quoting a few statements which might be called "Fretwellian" expressions. For example, in writing about the home-room Dr. Fretwell said:

"There can be a real joy in a home-room sponsor. There are endless problems to solve. These problems touch practically every phase of the life of youth, in and out of school. Working on these problems may puzzle the brain, bankrupt the emotions, and make endless demands on a sense of humor, but there can be a real satisfaction and an appreciation that pays compound interest."³

He concluded his discussion of the home-room with this significant sentence:

"In any event that teacher is succeeding who enables pupils to work together creatively, joyously, in meeting their own and the school's needs here and now."⁴

In his chapter on class organization we find this "Fretwellian" paraphrase used to emphasize the value of the upper classes helping the freshmen:

"This pupil-sponsoring, like Mercy, is twice blessed; it blesses the upper-classes who give as well as the lower classes who take."⁵

In the past few months we have had a great deal of comment both from magazines and newspapers in regard to athletics and championship teams. Twenty-one years ago Dr. Fretwell had a very constructive plan for controlling athletics. In writing about championship teams at that time he said:

"Some people and likewise some institutions

seem to feel the necessity of going out and licking some one in order to get a reputation."⁶

Dr. Fretwell made his greatest contributions not as a writer—not even as a teacher, but as a friend and counselor. Many are the objective data by which his contributions as a writer and teacher might be measured. But his greatest contribution, that of friend and counselor, we can neither measure nor express in words. This cannot be done until we can fathom the depths of devotion and measure the heartbeats of love. So, we, too, salute Dr. Fretwell.

- 1 Fretwell, Elbert K., *Extracurricular Activities in Secondary Schools*, Houghton Mifflin Company, 1931, p. 56.
- 2 *Ibid.*, p. 114-115.
- 3 *Ibid.*, p. 43.
- 4 *Ibid.*, p. 57.
- 5 *Ibid.*, p. 85.
- 6 *Ibid.*, p. 431.

Extracurricular Activities and Character

Character is a personal problem. It involves learning how to behave with one another. The American People are accused of being badly behaved in public, in Church, on highway, and in the treatment of minority groups. Children are teachable in groups and here is where extracurricular activities are exceedingly important. Extracurricular activities should be tied in with guidance and the general program. We cannot reach one set of character patterns in one situation and another set elsewhere. Character is part of the whole human personality. Student Councils, clubs, and societies hold promise for the making of personalities. Dramatics helps boys and girls in the development and growth of their personalities. With some, dramatics has a vocational angle, while merely getting on the stage has a psychological value for certain youngsters. Many times clubs provide the only chance for an individual to lead. All these may be character building programs. The thing which is involved in character education is the helping of the child to understand and develop ideas.—Dr. J. Paul Leonard

Pervasive Ingredient

Try as you will, the chances are exceedingly slim that you'll avoid it. They're putting it into soap, chewing gum, mouthwash, shampoo, shaving lotion, face cream, candles, toothpaste, reducing tablets, and inner soles. And your dog can't dodge it easily either, for chefs who cater to canine tastes are adding dashes of it to dog food. What is it? A substance hitherto little known by name outside science classes—chlorophyll.—*National Parent-Teacher*

A member of the 1952 high school graduation class reverses the status of the customary recipient of congratulations and felicitations.

"Thanks, A Million"

WE SURELY DO EXPECT a great deal of our youth of today. If this were not true, we might work more diligently to make this a better world in which to live. On the other hand, we are often inclined to think that our young folk are not serious minded—that they take things entirely too lightly and do not appreciate and take advantage of the many opportunities that are provided for them.

A superintendent of schools, a person who works with school people, certainly has not lost faith. This faith is especially enhanced by a letter that he received from a member of the 1952 graduating class of Barrington High School. This letter probably expresses the sentiments of a large percentage of the huge 1952 graduating class, although many hesitated to express their sentiments and appreciation in such a specific manner. The letter written by the graduate and excerpts of the superintendent's letter follow.—
THE EDITOR

* * *

"When Mrs. ——— and I were about to retire the night after the Commencement program in our high school in June, we found the inclosed note written to us and attached to the covers of our bed.

"Our daughter was a member of the 1952 graduating class of the Barrington High School. The class gave as a Commencement program, a pageant written by two members of the class. The Pageant was cast from members of the class with everyone of the 110 graduates participating. The program was student written, directed, and promoted. The lighting was done by underclassmen from the dramatics club of our school. The sentiment carried in this pageant gripped our audience tremendously.

"Referring again to the inclosed note which my daughter addressed to her dad and mom, it seems to me that it expresses the sentiment of what every young person in our class felt about their folks on their graduating night. . . .

"I have tremendous confidence in young people. They are faced with much greater responsibilities today as they plan their lives than any generation has faced as they grew up. . . ."

September, 1952

A HIGH SCHOOL GRADUATE

The high school graduate's letter follows:

Dear Folks:

You may be wondering about this note, so I'll try and explain. Usually we kids think too much of what we want for graduation and fail to think of what *you* might want or deserve. When you think of it, what have *we* done to deserve your congratulations? We have just taken advantage of the wonderful opportunities which you have worked so hard to give us, never thinking of a reward or an award but just hoping we'll turn out to be good citizens wherever we are.

You've given us your unselfish attention, helping us to think for ourselves and not depending on someone else to do it for us. You've taught us, not in so many words but by your actions to be considerate of others and not to be so conceited and independent ourselves.

You have given us a safe secure home where we like to bring our friends and where we know they are welcome at any and all times.

We've gone through some crises together but with each other's help we've pulled through and are better for it. You've given us a great respect for religion, not only on Sundays but also on Mondays. And in this age, that is one of the most important things.

When we have gotten out of hand or are up in the clouds too much, it is you who have brought us back to earth, and I know that has not always been easy. We all have certain phases to go through, and it is usually you two who have had to put up with us and try to bear out patiently.

Well, anyhow, I think that you're tops as parents and I wouldn't want to trade with anyone. I just hope that when I'm married and have a family I'll be able to do about half as well as you did. That would be perfect.

Thanks again for everything,

Sis.

An explanation and presentation, in part, of the plan for high school debating for the school year, 1952-53.

"Should We Form a Federal Union of the Nations of the North Atlantic Pact?"

ALTHOUGH THE TITLE of this article asks whether the nations of the North Atlantic Pact should form a federal union this specific topic may or may not be the official high school debate topic for the coming year. In fact, we do not know at this time just how the topic will be worded for the final contest debates. This year, for the first time, an altogether new type of debate question will be used. In fact the debate season will be divided into two periods. The first will be one in which the broad general debate topic is discussed, and the second period will be one in which a specific debate question will be used.

The broad general topic for debate is, "What form of International Organization should the United States support?" During the period up to the Christmas vacation high school debaters have been asked to debate upon a number of different specific topics that have a bearing on this general topic. At least three specific topics have been suggested to be used in this period of preparation. These three topics will be listed below:

RESOLVED: That the Atlantic Pact nations should form a Federal Union.

RESOLVED: That the United States should take the initiative in forming a Federal Union of all nations.

RESOLVED: That the United States should withdraw from the United Nations.

After the high school debaters of the nation have had about three months in which to debate upon these three topics, the final selection of the specific debate topic for the rest of the year will be made. The final selection of the debate question will be made in December, and that question will be used by most state and local debate leagues in their annual spring tournaments. In order to present materials that will be of value to the high school debaters of the nation, a series of three articles, one on each of the three possible debate topics, will be presented in *School Activities* magazine. The remaining two articles will appear in succeeding issues.

RESOLVED: That the Atlantic Pact nations should form a Federal Union.

HAROLD E. GIBSON
Illinois State Normal University
Normal, Illinois

In order to give the debater an idea of the possibilities of this debate question we will include a definition of the terms of this specific debate topic.

"THE ATLANTIC PACT NATIONS": By the term "The Atlantic Pact Nations" we refer to the North American and the European nations who comprise the North Atlantic Treaty Organization, familiarly known as NATO. The nations in this pact are: Belgium, Denmark, Canada, France, Great Britain, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, and the United States. It is expected that Greece and Turkey will soon become members.

The purpose in establishing NATO was one of mutual protection for all members from attack from any possible aggressor. Its first important step was the planning of joint defenses. The only possible aggressor who could threaten these nations is Russia. Thus, it may be assumed that the Pact was established as a protection against the growing power of the Soviet countries.

"SHOULD": The term "should" implies that the affirmative must advocate a policy of forming a new international organization, and in this particular debate that organization must be a federal union of the Atlantic Pact nations. The affirmative must show that the adoption of this plan at this time is either desirable or necessary or both. It is not necessary for the affirmative to prove that this new type of international organization *will* actually be adopted. If the affirmative can show that it *should* be adopted they will have established their case.

"FORM": The term "form" denotes the action of creating or binding together the different elements of the NATO into a federal union. It is not enough for the affirmative to advocate that we create a world organization or a regional group. They must defend the creation of a complete federal union.

"A FEDERAL UNION": By the term "A

School Activities

federal government" the debater is referring to a type of governmental organization that must be defended by the affirmative in this debate. According to Webster's definition a federal government is a "state consolidated of several states which retain limited power." If this definition is accepted, this proposed federal government would be one in which the 14 member nations of the NATO consolidate into one state.

Probably the best example of a federal government that we have is that of the United States. Our government is a state consolidated of several (48 to be exact) states which retain limited power. Our states retain all powers that are not definitely granted to the federal government by the constitution of the United States.

If the NATO is formed into a federal government, each of the 14 member states would have to surrender certain definite powers to the federal government. Among the powers that would probably be given to the new federal government would be: (1) to declare war; (2) to raise and maintain an army; (3) to levy taxes; (4) to control communication and transportation; and (5) to establish tariffs. Other powers might be given to the new government. These have been mentioned merely for the purpose of illustration.

Affirmative Arguments

In this section we will include a number of the more important arguments that are apparent today in favor of the formation of this proposed union. The arguments will be italicized and a discussion of these arguments will follow them immediately.

The growth of Communism in many parts of the world is a threat to the democracies of the world. It is no fiction that Communism has been growing in many sections of the world. Immediately following World War II we witnessed a great growth in power and a great expansion in territory by Russian Communism. The war had hardly ended when Russia established the Iron Curtain against the development of democracy in the nations of Central Europe. Once and for all time Russia declared that the territory of Central Europe was under her control, and that she proposed to keep these countries under her sphere of influence. Such nations as Austria, Czechoslovakia, Bulgaria, and Roumania became Russian satellites. It was a part of the Russian plan to take over Greece. The strong democratic government of Turkey was in danger. In fact all of the nations of Western Europe soon began to

fear the growing aggression of Russian Communism. Italy and France had strong minority groups who were working to bring about a Communist form of government.

It must be remembered that Russia is situated geographically in one of the most strategic positions to carry on world aggression. Russia is really at the heart of the major population groups of the world. She is next to the democratic countries of Western Europe, and the large nations of Asia border on the Russian frontier. By going through Asia Minor, Russia will be next door to the people of Africa. Everywhere we look, we can see that Russia is just a few miles from most of the large nations of the continents of Europe, Asia, and Africa. No matter in which direction Russia might choose to march she would be near to a nation that might become the next victim of Russian Communist aggression. This strategic geographic location is a great advantage to Russia in her plan for world domination by the Communists.

Viewing the advantageous location of Russia and also noting the determination of Russia to dominate the world, there can be little wonder that the democratic nations were afraid that they might become the next objectives of the Russians. They had witnessed Russian intervention in Manchuria and China. They were afraid that India might be next. The rich oil fields of Iraq and Iran might also whet the Russian appetite. Everywhere we might look, we could see prizes that might be Russia's for the mere taking. We could also see that with each conquest Russian Communism would get stronger and the democratic nations would get weaker. With this world picture so evident, the fourteen democratic nations formed the North Atlantic Pact. This Pact is a step in the direction of attempting to contain Russia. Today many people feel that the Pact alone is not enough. They are in favor of forming a federal union of the Pact nations in order to give this Pact even greater powers than it has today.

The formation of a federal union would reduce the cost of arming the free nations against a possible attack by Russia. At the present time it is almost impossible to develop any kind of military organization that can stand up against the power of Russia because the nations of Western Europe and the United States do not have any over-all plan for the development of uniform weapons. For example, the British have just

adopted a new type of rifle. The ammunition for this rifle does not fit in the rifles of the United States. This means that these two nations must have completely different supplies for their armed forces and this creates much additional cost of administration of the military.

The fourteen nations of the Atlantic Pact have a total of about 343 million people. Of this number about 150 million live in the United States. If we are to develop a military power that will arm all of these people, we need a federal union that will have the power to co-ordinate all military expenditures. Such co-ordination will greatly reduce the cost of developing and maintaining adequate military defense.

Under the system that we have today, there is no possibility of an exchange of ammunition for the guns of British and American ships. Thus it would be practically impossible for these two great navies to operate as a unit. Each would have to have a different service of supplies and would have to go to different ports for needed repairs. If this federal union is formed these two great navies could be placed under one unified command, and the effectiveness of the combined navies would be greatly increased. The great saving that would result from such a change in the administration of military expenditures can be seen by all people.

Western Europe is really the last bulwark of the United States against the aggressions of Russia. Although we in the United States may feel that the threat of Russian aggression is remote we must realize that if and when Communism overruns Western Europe that the United States will remain alone as the last great democracy which must then stand alone against a world that is dominated by Communism. In other words, it would be a fight that has the final conquest of the United States as its goal. Today we have at least thirteen nations in Western Europe who have the same stake that we have in their fight to stop Russia. If we lose their support, we will be forced to stand alone.

The people of the United States should remember the importance of having good allies in Western Europe in the event of a war. In World War II we had only Britain when we entered the war. The rest of Western Europe was in the hands of Hitler. With the tiny British Isles still intact, we were able to land our troops and make preparation for the invasion of the Continent. If we had not had the British Isles we would not

have had any point upon which the conquest of the Continent could have been based. In the event of an all-out aggression on the part of Russia we will need to have a base for operations in Europe. We will need to have an army in Europe that is made up of the soldiers of all of the member nations of the North Atlantic Pact. We will need the great productive capacities of the European members of this pact. In fact, the United States would probably be helpless in any war against Russia without the help of these Western European nations. Because these nations are so important to the United States in the event of a war with Russia, we feel that this union of the North Atlantic Pact nations should be formed in order to provide an adequate and a united front against Russia.

This proposed federal union can be made to work because the peoples of the member nations are similar in their ideals and in their forms of government. History shows us that very few great movements leading to the combining of nations come at a time when all is peaceful and things are progressing at a satisfactory pace. During the relatively peaceful century from the Congress of Vienna in 1815 to the opening of World War I in 1914, we found few great movements among nations. Following World War I, however, we had the formation of the League of Nations and after World War II we formed the United Nations. During these periods of world trouble we realized the need for some form of world organization that would guarantee world peace.

At the present time we have reached a point where we need another great movement leading to the combination of nations. The need is for the formation of the Atlantic Pact nations into a federal union. One of the prime requisites of such a movement is that the nations who are joined together should be similar in their nature and in their forms of government. It is not enough for them merely to have a common danger. Even the fear of a common enemy cannot create an effective union of a nation that is democratic and one that is fascist or Communist. This proposed union of the countries of the North Atlantic Pact has this requisite of an effective nation. It will be made up of 14 nations who have the following things in common. First they are all opposed to Communism, and are dedicated to do everything in their power to stop the spread of Communism. In the second place,

they are now nations with democratic forms of government. To be certain they do not all have the exact type of democracy that we have in the United States, but nevertheless they have democratic governments. These nations are also committed to the principles of capitalism. They believe in the freedom of the individual to own property. In none of these countries has the ideas of collective ownership gained any great headway. We feel that the nations of the North Atlantic Pact are so similar in their make-up that they can be formed into an effective union.

This proposed federal union of the Atlantic Pact nations will have the power to enforce its decisions. The greatest weakness of the old League of Nations was its inability to enforce its own decisions. To a lesser extent, but still very important, is the seeming inability of the United Nations to enforce its decisions. The United Nations has no army and it must rely upon the good will of member nations to provide munitions and men when an emergency arises. We have an example of this weakness in the organization of the United Nations in Korea. The United States is furnishing most of the munitions and men. The other member nations are merely sending token aid to fight this war. If the United States had not assumed the greatest burden in Korea, there would not have been any real resistance.

More important than the lack of power to enforce the decisions of the United Nations is the disorganization that exists in meeting aggression when it comes. If the member nations do not choose to send men and munitions, there is no way that they can be forced. Since no army has been provided, it is necessary to recruit an army whenever aggression starts. It may be months before any effective organization is formed to stop an aggression. This means that time is always with the aggressor.

The formation of a federal union of all members of the North Atlantic Pact will do a great deal to solve this shortcoming of the United Nations. One of the powers of this proposed federal union will be organization and maintenance of an army. The 343 million people in this new union can establish and maintain their own army. It should be large enough to meet the challenge of the 800 million people who now live under the domination of Russia. This army could be equipped with materials that are standard among all of the member nations. This one

change would greatly reduce the cost of arming these nations against the possible aggressions of any power.

The most important gain that would come with the formation of this union is the creation of an armed force that could be used at the very first sign of aggression. It would not be necessary to ask the people of the various nations if they are willing to send men and munitions for the common protection of the member nations. The army would already be created and its leaders would be ready to fight if necessary. The very existence of such an armed force would be enough to deter much aggression on the part of greedy nations.

Negative Arguments

It must be remembered that even though the arguments that have been presented for the formation of a federal union of the nations of the North Atlantic Pact may appear to be convincing, that we also have arguments against this proposal that are equally potent. A list of negative arguments will be presented below:

We should give the United Nations a fair trial before we abandon it in favor of a federal union of the North Atlantic Pact nations. As Mrs. Eleanor Roosevelt, a delegate to the United Nations from the United States, has said, we should give the United Nations a fair trial before we abandon it in favor of some other form of international organization. The United Nations has been established, and it has the support of all of the important nations of the world. It has eliminated many of the shortcomings of the old League of Nations, which did not have the United States as a member. It is the first really all-inclusive attempt that we have had at a world organization. During its six years of existence, it has made notable advances in the elimination of malnutrition among the world's peoples. It has also made notable advances in the field of education. It has had one great test in the aggression in Korea. Even there all has not been lost. The United Nations, under the leadership of the United States, has met the first great aggression with force and the outcome is still in the balance. The important fact to remember is that we have done something about this aggression.

If we abandon the United Nations at the present time in order to form this proposed

federal union of the North Atlantic Pact nations, we will be admitting that we can never hope for a world organization that will work to maintain world peace. In its place we will be establishing a world bloc that will soon be followed by a Communist bloc. This will mean that we will be inviting the formation of two giant world blocs that will be face to face against each other. The inevitable result will probably be a future world conflict. Instead of working toward world peace, we will be establishing the ground work for world war in the future.

The formation of a federal union of the North Atlantic nations will involve us in all of the wars of Europe. The United States should think a long time before we join a federal union that will forever tie us to all of the troubles and wars that plague Europe. It is a fact well established by history that Europe is the breeding place of most world wars. Throughout the last five hundred years of recorded history the jealousies of Europe have been the cause of most wars that have finally involved the entire world. The United States has the advantage of location and should be able to keep out of most of these wars. If we join this union we will be bound to enter every war that involves the nations of Western Europe.

It must be remembered that once we join this federal union that we will become a part of a nation that has its borders extending to the very door of Russia. Turkey, Greece, Italy, and Norway have common borders with Russia or Communist dominated countries. Any border skirmish may be the signal for an all-out war. The moment this war comes the United States will become involved even though the incident has nothing to do with the problems of this country which is located 3,000 miles away. The risk of becoming involved in the wars of Europe is too great for the United States to take.

Joining this federal union will mean that the people of the United States will lose their sovereignty. To many people this surrender of our national sovereignty to the new federal union of the North Atlantic nations may not be an important consideration. Upon more sober reflection, however, the people of America will question the advisability of surrendering their independence to join a new nation in which about 60 per cent of the population will be in Europe. It will mean the end of the United States as a

nation, and the beginning of a new nation which has the major portion of its population in Europe. This is an event that will cause the people of the United States to stop and consider carefully before entering this proposed union.

If this union is formed, it will be a real government that will have certain sovereign powers delegated to it by the joining nations. Among the important powers that will certainly be given to this union will be the power to levy and collect taxes, the power to declare war, the power to raise and maintain an army, and to establish tariffs. Do we want to give these sovereign rights to the people living in the Western European nations? This proposal means that we will be giving these powers to the people of Western Europe because they will have a majority of the population and so can control the entire nation. This loss of sovereignty is such an important matter that it must be given consideration before we join this proposed union.

If this union is formed it will be the United States that will have to shoulder the greatest burden of financing the venture. The people of the United States have had a rather sad experience in their financial dealings with Europe. The war debts of most nations for World War I were never paid in full. In World War II the record has been even worse. Even in the United Nations it is the United States that is paying over one-third of the cost while we have only about 6 per cent of the world's population. We are the prize chumps when it comes to paying the cost of all world organizations.

This proposed federal union of the North Atlantic nations would not be any different. The United States would be called upon to pay and pay as the new nation attempted to build up its armed forces and to establish the other necessary duties of government. We would be committed to the maintenance of an organization that allows the United States to pay the major portion of the bills and to maintain only a nominal control over how and where the money is spent. How many of you would trust Great Britain to give the United States a fair deal when it comes to paying the costs of this government? Our experience with Britain in the last two wars should teach us that we will be the paymasters.

The formation of a federal union of the North Atlantic nations will be the signal for the creation of a Communist bloc of nations by Rus-

sia. Only the novice in the study of international affairs could assume that Russia would not view the formation of this union as a direct threat to her very existence. Without any other method of protection, Russia would immediately set out to form a bloc of Communist nations. Within a few years we might witness the establishment of two giant blocs of nations in this world.

Once these two blocs of nations are established, we would have an armaments race that would soon become too great a burden. Such armaments races almost always lead to war. Then, instead of creating and maintaining world peace, this plan would be the cause of another world war.

The formation of this union would cause us to abandon Asia to the Communists. One of the most serious consequences that the formation of a federal union of the nations of the North Atlantic Pact nations would have for the United States would be the abandonment of Asia to the

Communists. Even today most of the nations of Europe are gradually withdrawing from Asia and allowing the United States to take on the burden of retaining Asia in the western sphere of influence. We cannot hope for much help from England or France in this fight. The interests of the Western European nations are mostly in Europe. They are willing to abandon Asia to the Communists.

If this union is formed, the United States would have surrendered her power to intervene in Asia. We would not be free to act as we see fit, but would be bound by the other members of the union. This would soon mean that the Russians would have a free hand in Asia since the interests of the new federal union would all be in Europe.

Editor's Note: This is the first of a series of three articles on the plan for debating for high school students for the school year, 1952-53. This article is contributed by a very competent and capable authority on debating. Additional articles will be presented in October and November issues of School Activities.

There are those who wonder why teachers are sometimes reluctant to become faculty sponsors of clubs and activities.

Sponsoring the Co-Curricular Activities

WHAT ARE THE MAJOR CONTRIBUTIONS of co-curricular activities? According to Dr. Ruth Strang they are:

1. Opportunity to acquire valuable experience in the art of democratic living;
2. Opportunity to learn by doing;
3. Opportunity to obtain a knowledge of human personality plus the ability to use that knowledge in daily contacts.

Yet, the administration does not provide the necessary policies or conditions for effective functioning of these services within the educational program. This attitude on the part of the administration has discouraged teachers from accepting the added responsibility of a club and hinders the provision of a varied curriculum.

The dean fails to make use of the group work process of planning the program together with the faculty sponsors and fails to ask for their concrete, practical suggestions; he fails to make

GLADYS BENERD
678 West Stadium Drive
Stockton, California

constructive use of the inter-relations among the faculty sponsors and/or teachers.

The administration has not made enough effort to bring the co-curricular program into the curriculum even though they state that the program contributes directly to the out-of-classroom needs of the students. The teachers are reluctant to become faculty sponsors of clubs because the administration has made little effort to adjust their teaching load for this added responsibility.

The administrators or deans accept student activity programs without consulting the students and/or faculty sponsors concerned. For example: A representative for a national organization visits with the Dean and leaves with the agreement that club X will "... spear-head the participation of the ... students" in the nation-

wide program. The student leaders and faculty sponsor of club X have not been consulted. This example of lack of co-operation and consideration for faculty sponsors, who are acting in this capacity over and above a heavy teaching load, is quite common in the schools today. Until this is corrected, the administration will have a difficult time obtaining wholehearted support and close co-ordination of the faculty and students in school activities.

Another reason that faculty sponsors come and go is that the administration not only accepts additional work for the faculty sponsors without consulting them, but a great many times the faculty sponsor hears about the program from someone other than the dean. For example: Faculty sponsor for club X received a letter from the Regional Secretary for a national organization stating: "We will look forward to hearing from you what progress has been made on the . . . campus toward having a . . . program this year." The letter was sent a month after the representative for the organization had visited the school, but the faculty sponsor and the students concerned had not been contacted by the Dean, who stated that club X would ". . . spearhead the participation of the . . . students in the . . . program."

Faculty sponsors of co-curricular programs are often branded as "darn fools" and "suckers" because the administration does not allow time in the school's weekly schedule for group, cabinet, and committee meetings; therefore, the faculty sponsors must give up their evenings in order to provide a social curriculum as a "laboratory for the development of personality."

Teachers hesitate to become a faculty sponsor due to lack of co-ordination at the top levels; due to lack of voluntary assistance from the deans for helping the inexperienced teachers; due to lack of integration and co-ordination between curriculum and co-curriculum problems; due to lack of co-ordination of all student personal services; due to lack of internal public relations program for informing both students and faculty more adequately of the student activities existing on the campus; and because the faculty sponsors cannot look to the deans of activity as resourceful people.

Very often in the administrative aspects of

student personnel services, integration and co-ordination within the personnel department and within the school program has not been successfully accomplished. "There has been a great deal of directing but not enough of working with."

Teachers do not have an opportunity to share in the planning of the activity program; the activity calendar is overloaded and poorly spaced. The activity program a great many times runs competition with the classroom. For example, a large school activity presented during or immediately following mid-term examinations.

Faculty sponsors come and go because the deans fail to hold small group conferences with the faculty members for the purpose of giving them an opportunity to contribute to the total co-curricular program, because the deans fail to get together with the faculty sponsors to discuss their problems and because the deans many times are not sensitive to the needs and feelings of the faculty sponsors.

Those active in administration must actively recognize the contribution of co-curricular activities to the development of the individual by being willing to stick their necks out and fight and keep fighting to bring the co-curricular program into the curriculum. In order to meet the needs of the students the activity program must supplement those of instruction and must be an accepted part of the curriculum from the standpoint of allowing teacher load credit for sponsoring the activities, setting aside time in the weekly schedule for active student participation, and by providing administrators, faculty, and student co-ordination and co-operation.

If we agree with the following quotation, let's look at the complaints of teachers and attempt to correct the present practices which exist in so many schools today.

"A college or university can develop its most effective program only by giving careful attention first to the establishment of policies by an agency representing faculty, students, and administration; secondly, by administrative provision for the most effective execution and co-ordination of the various personnel services on the campus."¹

¹ Wrenn, C. Gilbert, *Student Personnel Work in College*. New York: Ronald Press Company, 1951, p. 54 (Strongly recommended for administrators, teachers, and guidance personnel.)

The value, success, and enjoyment of athletic events or contests depend upon the co-operation of student participants, coaches, officials, and spectators.

Officials Are Important

THE RULES OF GAMES which are used in interscholastic competition are becoming more complicated and technical as we progress. We are placing greater emphasis on speed and skill as we broaden our competitive program and this places added significance upon the official. He alone is responsible for the actual administering of the game after play starts.

If game officials are to do an acceptable job, they must have the co-operation of players, coaches, and spectators. Players must understand that officials are required for their protection to see that the game is played according to the rules. Spectators and players need to develop the attitude that officials are honest, sincere, and without prejudice. Coaches can set the example by their own attitude toward the men who run their games.

An understanding of the rules of the game and the reason for the rules will do much to instill greater respect and appreciation for the work of officials. This understanding must develop over a period of years. The time and place to start is in the physical education program in the elementary grades.

Boys and girls should not be given an exaggerated idea of the importance of winning. Of course, we all like to win, but it is not a life or death matter. The amateur can and should play the game well enough to enjoy playing, win or lose.

The elementary teacher has the responsibility for helping develop sportsmanship and an understanding of the rules of our team and individual games. The teacher should discuss rules, fouls, and violations in the physical education class. Discussions of the ethics of spectators and how to watch a game intelligently will do much to develop an awareness of the fact that the athletes will play the game, the officials will judge, and the spectators will watch, learn, and appreciate.

Athletes and spectators alike should learn to keep a level head and practice good manners in a situation that is tense with excitement. Cheerleaders can help to influence spectator reaction by leading cheers instead of boos.

TAYLOR DODSON
*Adviser in Health and
Physical Education
State Department of Public Instruction
Raleigh, North Carolina*

We are schooling boys and girls in how to win but not in how to lose. When spectators break onto a playing field and attack an official, there is little wonder that we have difficulty securing competent men to officiate our high school contests. The chorus of catcalls and insults which greets the appearance of the officials before the game even starts, indicates that the official is not being criticized because of his ineptness but because he is an official.

Something is wrong with our sense of values. Fans try to control athletic contests by participation in "Booster Clubs" and similar organizations, thereby promoting an attitude which will tolerate only a winning team. Consequently, pressure is placed on the coach and some of the coaches are unable to exert resistance to this local pressure. In an effort to win at all costs there is sometimes evidence of a coach trying to sway officials or "ride" them unmercifully. Such conduct is unsportsmanlike and the coach who constantly bobs up and down and incites players and spectators is certainly no credit to his profession.

Proper behavior of coaches will do much to enable the official to do a better job. Developing better relationships between schools, control of spectators, and care in selecting officials will also lead to more desirable and educationally sound competitive programs.

Joint sessions of coaches and officials for demonstrations and clinics on rules interpretations and officiating techniques are desirable. These sessions should be sponsored by an officials' rating board or some similar organization. Some states have such an officials' organization and most well-organized conferences have also made provision for rating and impartial assignment of competent game officials.

Clinics for officials and coaches should be conducted by outstanding men who have, and

can interpret to others, a thorough understanding of rules, recent rule changes, and the mechanics of officiating. There should be a discussion and questions to clear up questionable points. Good movies are now available to help in the training of game officials. Officials who wish to be registered should be given a written test and a practical test on rules and the mechanics of officiating.

Schools would do well to secure their officials through a recognized board of officials. These boards will assign officials impartially and the results will ordinarily be more satisfactory than when a school contracts to have all its games worked by one set of officials for a special rate. This can lead to charges of favoritism and other unfavorable criticisms.

When officials are secured through an officials' bureau there is usually assurance of getting men who have had some training. Too, most boards rate their officials and have machinery set up to allow officials to rate each other and to allow coaches to rate officials. A rating system using five for excellent, four for above average, three for average, two for below average, and one for inferior has been used and found satisfactory.

An official assigned by an officials' bureau should be accepted without question until evidence to the contrary is at hand. Even though an official proves incompetent he should not be criticized in the presence of the team. Reprimand him through the officials' bureau and ask that he be dropped from their list.

In rating officials, look for polite firmness toward players and coaches. A willingness to listen to legitimate discussion is desirable but officials would do well not to fraternize with coaches or players. Honesty, courage, effective vision, physical fitness, a good voice, knowledge of rules and techniques, common sense, a sense of humor, and poise are points to be considered in selecting and rating an official.

Officials should be friendly enough not to antagonize players and coaches. There should be no hesitation to penalize a player or a coach if they get abusive toward officials or other players. Players who are disgusted with themselves and show minor signs of irritation should be treated considerably by officials. Action which is engaged in for the sake of arousing the sympathy of a coach or the crowd should be

penalized. Officials must be impartial in all actions and be deaf to riding from spectators.

The official who expects to work athletic contests should get a medical check up before each season. He must keep abreast of rule changes and the code of signals for officials through frequent attendance at meetings and clinics. Problems of officiating should be discussed with experienced officials and coaches. Since the official is, in many respects, the center of attention, he should be discrete in all his actions. Talk about players, coaches, and playing secrets is strictly to be avoided.

The coach expects the official to know the rules and have common sense and judgment in their application. He expects the official to be on time or to notify him well in advance. Officials should confer with coaches before the game for inspection of equipment, playing area, and other conditions which are related to the job at hand. The official is expected to hustle from start to finish and to co-operate with other officials. The players are putting on the main show; officials are hired to see that this show is conducted properly, not to put on a show of their own.

The smug, know-it-all attitude is unbecoming to officials. Officiousness is not acceptable, but control of the game situation is mandatory. If roughness develops, stop the play and warn both teams. Try to appeal to their sense of fair play and sportsmanship but take whatever steps are necessary to insure safe and sensible competition.

The official can expect the coach to be a certificated teacher who has been selected on the basis of professional preparation. The coach needs practical knowledge and competency in his field. His actions should be in accordance with high educational objectives and he should stress conduct of a high citizenship standard. Good health and fitness, sportsmanship, honesty, and citizenship should characterize the discharge of all the coach's duties.

The coach should turn the game over to the official and do all in his power to control crowds and eliminate heckling during games. Treat the official as you would a guest in your home. Provide a dressing space, hot water, soap, and towel for the official and have his fee ready and waiting when the game is over.

(Continued on Page 34)

A new game in the category of football enables the smaller schools to participate in the ever popular and interesting sport.

Five-Man Football

FIVE-MAN FOOTBALL is a well-balanced game of genuine merit, which offers an interesting and scientific form of the great game of football. The rules for the game were created by James J. Rafferty, director of athletics for greater Johnstown Parochial grade schools, Johnstown, Pennsylvania, and copyrighted February 11, 1952.



It is regulation football played with five (5) players on a side, embracing all the basic features of eleven-man football, such as the direct attack, tackling, blocking, running, passing, and kicking the ball.

(A) *Direct Attack.* Ball carriers in five-man football employ the direct center snap attack the same as in eleven-man football. The five-man ball carrier should be a good broken field runner, for nearly all runs in five-man football are of the type that one sees in eleven-man football, after a ball carrier gets past the line of scrimmage and is running in the open through the secondary defense.

(B) *Tackling.* The basic foundation of a team's defense is sure tackling. All the various tackling techniques of eleven-man football are employed in the five-man game.

(C) *Blocking.* Timely and effective blocking is the key to a successful offensive attack. All the various types of blocks employed in eleven-man football may be applied in five-man football; however, the five-man game requires more of the man-for-man type of blocking.

NOTE: Due to the fewer teammates a player has in five-man football, contestants come to

JAMES J. RAFFERTY
1111 Kegg Avenue
Johnstown, Pennsylvania

sense automatically the added importance of executing their blocking and tackling assignments well. An observer of a five-man game will find that the blocking is sharper and the tackling more brisk than in the average eleven-man game.

(D) *Passing.* Forward passes play the same role in five-man that they do in eleven-man football. However, the five-man passer must be faster in the execution of his passes.

(E) *Kicking.* As in the case of forward passing, the kicker in five-man football must move fast in executing his kicks. Because of the narrower field, he must develop accuracy, for even if he is kicking from a point midway between the two sidelines the ball has only twelve and one-half (12½) yards to go on either side to be out of bounds.

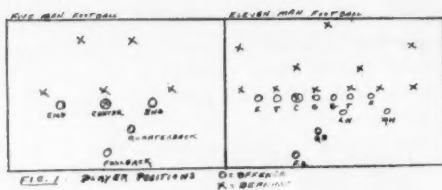
The quick kick plays a more important role in five-man football than in eleven-man football because the secondary defense in the five-man game has more of a tendency to play in close. Therefore it is easier to kick over their heads.

Five-man football is cut down in equal proportions from the eleven-man game in such a manner as to retain the same balance between offense and defense which exists in eleven-man football. This abbreviation of the game was accomplished without any wide departure from the established rules of regulation football.

With the exception of six rules, which are made necessary by the smaller team size, five-man football is played exactly the same and follows the same rules as the regulation eleven-man game.

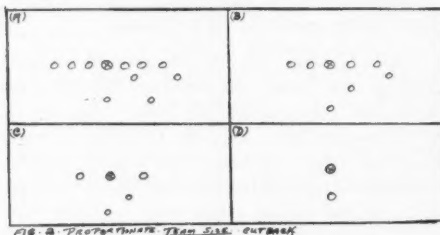
The six rule exceptions are as follows:

Rule 1. Team Size: Each team shall be composed of five players, namely: left end; center; right end; quarterback; and fullback.



NOTE: The diagrams above will enable the reader to observe the physical balance between the two games. In the eleven-man game, it will be noted that four backs are attacking a defensive six-man line, and in five-man football there are two backs attacking a defensive line of three men.

The following diagrams will illustrate the method employed in arriving at this physical balance.



In Section A of Fig. 2 you will observe the physical make-up of an eleven-man team employing a balanced-line formation. Section B removes two line and one backfield positions, and here we see an eight-man team. Moving on down the ladder to Section C we find that two more lines and one more backfield position have been omitted. And also at this point we find that we have arrived at the physical structure for five-man football. And just to complete the proportionate cutback picture, Section D shows the eliminations each of one more line and backfield position.

The smaller-sized team offers the following advantages for schools with small student enrollments:

1. Any school whose enrollment is large enough to enable them to compete successfully in basketball should be able to make a creditable showing in five-man football.
2. The overall cost of maintaining a football team is cut to less than one-half.

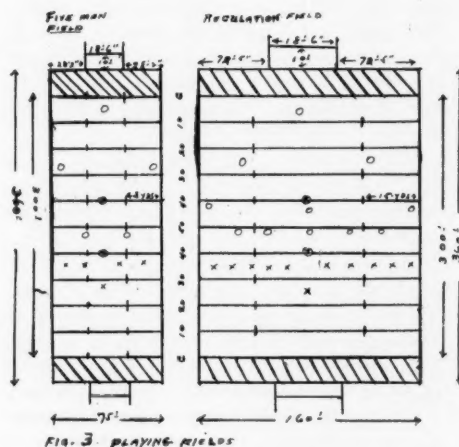
3. Because less equipment is needed a small school can provide better equipment.

4. Game officials can handle five-man games more efficiently, because they can watch the play of ten players more closely and more easily than they can the 22 which are employed in the eleven-man game.

5. Serious injuries are less likely because of the fewer number of players. Most of the more serious injuries which occur in eleven-man football are the result of a player falling in such a manner that some part of his body (arm, back, leg, neck, etc.) is in a twisted position, and while in this position is piled on by a whole host of players. In five-man football a player is very rarely ever piled on by more than two or three defensive players.

6. The coach's work in five-man football is easier because he has fewer minds to mold into a smooth-working unit and also because five-man play patterns are less extensive.

Rule 2. Playing Field: The playing field shall be a smooth level rectangle, 100 yards from goal to goal and 25 yards wide. The end zones at each end of the field shall be ten yards long and 25 yards wide. The field shall be marked at intervals of ten yards with white lines parallel to the goal line, and each of these lines shall be intersected at right angles by short lines eight yards in from the sidelines to indicate the in-bound lines.



NOTE: In the eleven-man game, each defensive player must protect an average of five yards of field space between the two sidelines. Thus in cutting down the field proportionately to suit the needs of the five-man game, a width of 25 yards was arrived at. Experiments proved that no change in the length of the playing field was necessary to retain the game's balance.

Rule 3. Kick-off: On the kick-off, the receiving team must be behind their restraining line, and at least two (2) players must remain within (5) yards of this line until the ball is kicked.

NOTE: This rule is made necessary by the fewer number of players, and once again the proportionate cut-back was kept foremost in mind, in order to retain the game's balance. The regulation eleven-man game requires five (5) players of the receiving team to remain within five (5) yards of their restraining line.

(See Fig. 3 for kick-off arrangement of players.)

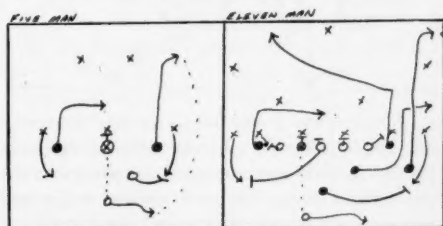
Rule 4. Offensive Line: The offensive team must have three (3) players on the line of scrimmage when the ball is snapped from center.

NOTE: This is another rule made necessary by the smaller team size. The regulation eleven-man game requires seven men to be on the line of scrimmage when the center snap is made.

(See Fig. 1 for sample offensive player arrangement.)

Rule 5. Eligible Pass Receivers: The two (2) ends shall be the only players of the offensive team eligible to receive a forward pass.

NOTE: Here once again we have a rule that is the result of a proportionate cut-back, made necessary by the fewer number of players.



● ELIGIBLE RECEIVERS

September, 1952

A comparison of the diagrams in Fig. 4 will show that eleven-man football has five pass receivers eligible to attack. The opponents have five secondary defense men in a 6-2-2-1 defensive formation; in the five-man game, two eligible pass receivers are attacking two secondary defense men.

Rule 6. Playing Time: Playing time shall consist of four quarters of:

Grade School	6 Minutes
Junior High School	8 Minutes
High School	10 Minutes

NOTE: Because of the hard-hitting, fast-moving type of play that is characteristic of five-man football, it was found that the above playing times were best suited to the respective age groups.

Defense: The main objectives of defense are the same in five-man football as they are in eleven-man football:

1. To make tackles.
2. To stop passes.
3. To return intercepted passes.
4. To block punts.
5. To return punts.

The 3-2 Defensive Formation is the most common so far employed. The ends play one yard outside the offensive ends; the center plays directly in front of the offensive center; and the quarterback and fullback play 10 to 20 yards behind the line of scrimmage. When they feel sure that the offense is going to kick, the quarterback and fullback move back to make the catch.

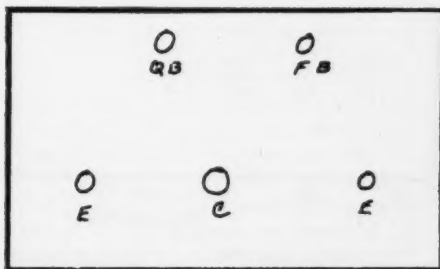


FIG. 3-2. DEFENSIVE FORMATION

The 3-1-1 Defensive Formation has been employed against teams whose attack has shown their main strength to be in their running game. The center and both ends are placed the same as in the 3-2 formation. The fullback plays directly behind center 5 to 10 yards behind the line of scrimmage and the quarterback plays directly behind center 10 to 20 yards behind the line of scrimmage.

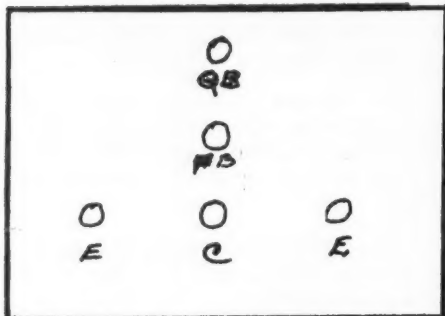


FIG. 6 3-1-1 DEFENSIVE FORMATION

The 4-1 Defensive Formation has been employed by some teams when backed within their own 10-yard line. The center and fullback play in the two slots between the offensive center and ends and the quarterback plays the lone secondary position. The two defensive ends play the same as in the 3-2 and 3-1-1 formations.

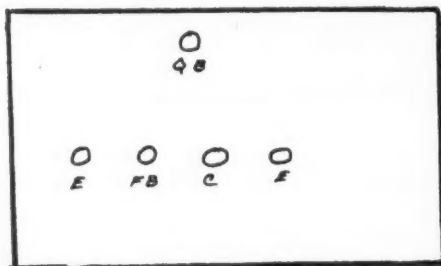
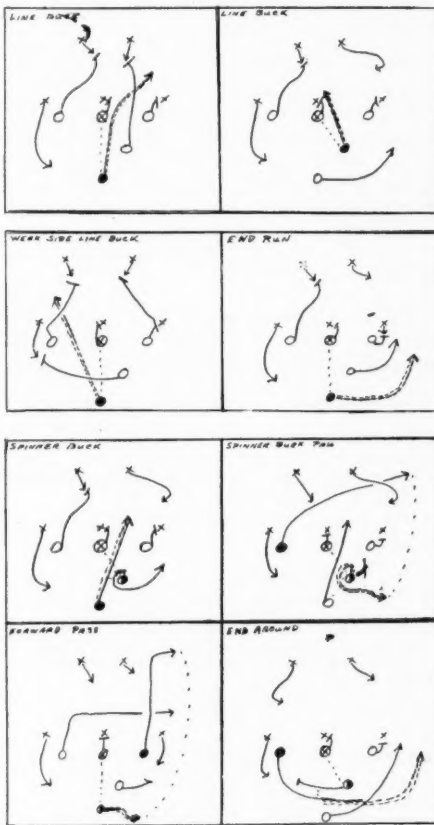


FIG. 7 4-1 DEFENSIVE FORMATION

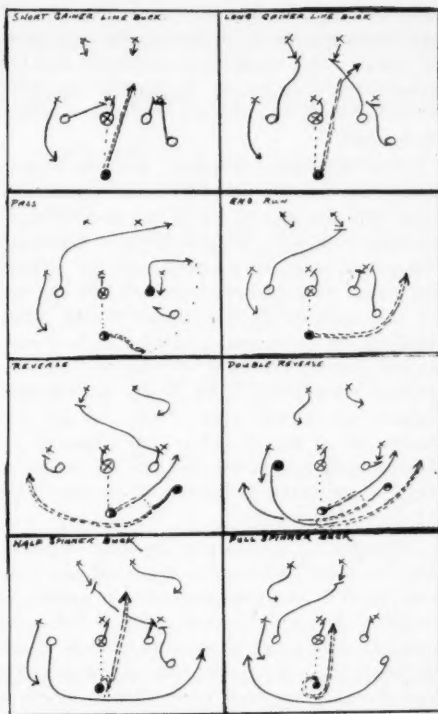
Formations and Plays: These and many more formations and plays will make themselves known as the game becomes more widely played.

The most popular formation thus far has been the "short-punt formation"; while some of the teams have used a "single-wing formation."

Short-Punt Formations: In this formation, the center and two ends take their positions on the line of scrimmage, an arm's length apart. The quarterback plays between the center and either end, 2 yards behind the line of scrimmage; the fullback plays directly behind center, 4 yards behind the line of scrimmage.



Single-Wing Formation: In this formation the center and two ends take their positions on the line of scrimmage an arm's length apart; the quarterback plays one yard outside either end and one yard behind the line of scrimmage; and the fullback plays directly behind the center, 3 to 4 yards behind the line of scrimmage.



Equipment: The purchase of equipment is a heavy burden on the small school, and this financial drain is more than most small schools can endure in their efforts to provide regulation football competition for their students. Five-man football cuts the cost of equipment to less than half because of the fewer players who must be equipped.

Officials: Due to the close similarity between the five-man and eleven-man rules, game officials can be obtained easily. Any official who can successfully officiate the one game can also officiate the other.

Five-man game can be handled very efficiently by two officials, although for play-off or championship games, three officials should be used.

Transportation: The entire squad and equipment of the five-man team can be transported to and from games in two or three automobiles. This greatly reduces the cost of maintaining a football team—eleven-man teams with squads of twenty-two or more players must rely on bus or railroad transportation.

Editor's Note: This article was requested by the editor after he had heard about the game and its possibilities. All-time grid greats praise Five-Man Football as set up by James J. Rafferty of Johnstown, Pennsylvania. Alonzo Stagg, "Pop" Warner, Lou Little, Tom J. Hamilton, Bert Bell, Earl Blaik, George Munger, and others praise the game and congratulate Mr. Rafferty according to a clipping from a Johnstown newspaper.

Variety in planning and promoting the dramatic arts appeals to more students and develops greater interests and experiences.

Round or Square

IN RECENT YEARS, collegiate and high school drama groups have been producing plays both in the round and in the square. These two forms of production have been more commonly called theater-in-the-round or arena staging, and proscenium-arch or box theater.

Because the arena staging is comparatively new to us in America—although it dates back over two thousand years to the Greek drama—much controversy has arisen among the proponents of both styles of staging as to the merits of each. There should be no controversy at the high school level, for each form of production can find a proper place in the dramatic clubs' productions.

The traditional, proscenium-arch production in most high school auditoriums offers excellent training for students in voice projection, set con-

GILBERT J. FARLEY
Director of Dramatics
Srs. Peter and Paul High School
Miami, Florida

struction, and what might be called "standard" stage make-up. The arena production offers even better opportunities for development of poise and naturalness in acting, "continuous acting" ability, and development of lighting techniques which require an understanding of color and movement. Both, in turn, offer countless opportunities for student participation in not only acting and stage-craft, but also in such fields as business management, promotion, theater management, costume designing and making, and directing.

All such productions, of course, must be

extra-class activities because it is almost impossible to get a complete cast or production crew together during the same class periods. This is a distinct advantage. First, it offers opportunities for recognition to a wide group of students since such a program cannot—because of its nature—be limited to a dramatic club. This recognition, moreover, is not only in the work done but in the fact that such work is associated with each student's name on a printed program. Second, it permits those teachers who do not teach drama but are interested in the field to participate in the program.

The production program offers opportunities to students in the field of business through preparation of materials by typing, and the use of bookkeeping in maintaining financial and inventory records. Many opportunities, also, are available to both home economics and industrial arts departments in the design and construction of costumes and sets. Furthermore, much research can be done through the social studies department and, of course, the English and/or speech department can assist the students in play selections and readings, as well as voice development. Consequently, because of the variety of opportunities, even those students who are active in sports or must work part of the time after school can participate.

Among the many opportunities for student training, the two that can best be developed on the arena stage are "continuous acting" ability and naturalness in acting. By "continuous acting" ability is meant that since no prompting, as such, of any nature can be used—because the audience surrounds the stage—the actor must "know" thoroughly the character he is playing so that if he or another actor forgets or hesitates, one or the other can carry on even though they must "ad lib" at the particular time. More important, however, in this concept is the necessity for every person on stage to be in character at all times. On the arena stage, the person speaking must through necessity have his back toward some part of the audience at all times. The audience, therefore, will look at another person or persons on stage whose face can be seen even though they can hear and understand the speech of the person talking. The others who are not speaking must be responding in their character to the person speaking or those in the audience will lose that important relation-

ship which exists between the performers and the audience—which, in fact, is the very basis of drama. This matter of every person on stage responding or acting at all times is not at all times necessary or important on the proscenium-arch stage.

It is important, therefore, that the student learns not only his part rather than memorizes lines, but also that he learns the parts of those on stage with him. A good device in this training period is to use script-in-hand for at least two-thirds of the rehearsal period. By the use of this method, the student is relaxed while studying the parts and, generally, finds it easy to step into the character. By the time that the student must give up his script, he not only already has learned many of the lines but also knows all of the situations and relationships. Consequently, if during the play he forgets a line, he can carry on because of his knowledge of the entire situation.

Naturalness in acting is the other outstanding advantage. Whereas on the traditional, proscenium-arch stage the actor must constantly be aware of his physical relationship to the audience, often to a degree of unnaturalness in the situation, the actor in the ring, although aware that the audience must know what he is doing or saying, may do or say his part in a very natural way. The very setting of the standard proscenium-arch stage is in itself not life-like. And since the main objective in such a program at the high school level is to train or educate the student for his life in the social-business world rather than the theater, then he should be trained in the normal, natural way of acting if the transfer is to exert minimum effort.

Finally, is such a wide-range program valuable apart from the dramatic or social training that a student may obtain? Most programs should and will show definite and positive behavioral changes of students. Some of these will be evident in improvement in school attendance, improvement in scholarship, increased participation in the activity, and most important a decrease in asocial behavior—or fewer disciplinary cases.

The dramatic program—whether it be round or square—should be wide in its scope—so wide that it can find "round holes for the round pegs and square holes for the square pegs"—a place for every student who desires to participate.

A school friendship club sponsors many activities, including the following program which was presented on radio broadcast and P.T.A. meeting.

Pen Pals from Around the World

NARRATOR: It would be nice to start our program with our Burnham School Friendship Club Song.

Friendship Club Song
(Tune of "Oh, Susanna")

Oh! the Burnham School Friendship Club
Is working day and night
No one at all it wants to snub
It wants to do what's right
It writes letters to all nations
No matter what color or creed
We need the best relationships
To meet our brothers' need.

Chorus

Oh! Friendship Club
Oh! don't you want to join?
Friendship and brotherly love around the
world our motto is.

NARRATOR: The Burnham School Friendship Club will show you how it is working for better understanding all over the world. Throughout the world, no matter where we live, the arrival of the postman is an eagerly awaited event. How thrilling it is to receive a letter, especially if it is from a far away country, but let James Ulrich tell you his experience.

JAMES ULRICH: I received my first pen pal letter at noon. I read it about ten times at noon. Then I read it to my class, and after school I read it five or six times again. That's how thrilled I was to get my first pen-pal letter. Now I have some pen-pal letters I would like to read. It says "The box of chocolates have arrived all in excellent condition. What a delightful assortment." The Claremont Club sends their very best wishes to us for a happy 1952. That's from Miss Munn, Headmistress of the Claremont School, Wallesey, England. My next letter is from the Kingsley Open Air School Kettering, England. It says: "I was delighted to hear from you and to learn of the fine work done by your school for world peace. I am sure you will be interested to know that the children here have chosen as their Christmas theme 'Peace on earth and good will to all men,' which after all is very much the same as your own school motto."

NARRATOR: Pen-pals make the world seem smaller and much more interesting. The places we read about become alive and real to us.

SALLY ANDEREGG
Sponsor, Friendship Club
Burnham School
Cicero, Illinois

Dennis Bonez will read a letter from India.

DENNIS BONEZ: My pen-pal came to America several times. She tells about one trip. In this letter she says: "Our trip to the States was by air, stopping seven days at Bangkok, Siam, a very interesting city. Our plane also stopped at Hong Kong, then on to Manila, where we spent seven days. At Guam we saw miles and miles of cocoanut trees. The plane also stopped at Wake Island, where we saw many 'goony' birds, which looked very funny as they kept bowing to each other when they met. Many were setting on nests hatching their eggs and they were very tame and allowed us to get real close to them. At Honolulu, where we had only four hours, we walked along the beach and saw the city all decorated for Christmas. We landed at San Francisco where we spent two days, then on to Chicago and New York, where we landed two days before Christmas. Our trip back was by boat, stopping at Port Said, Aden, and Karachi. I like your motto. If boys and girls around the world learn this lesson of friendship and brotherly love around the world, I feel certain there will be no more terrible wars. And through your stamps you will learn to know different parts of the world."

Sincerely,
(Mrs. H. R.) K. K. Feger
Principal of School."

NARRATOR: Oh yes, we hear from P.T.A.'s too. Barbara McCauley, will read the letter we received from England.

BARBARA MCCAULEY: "Dear Friends:
The Claremont P.T. Association

I have been requested by my Committee to express their appreciation of the interest you are taking in the children of Claremont School by arranging 'pen pals' and by this means endeavoring to spread and create friendship in all parts of the world.

Our parents join with the children in sending Christmas greetings and all good wishes for a peaceful New Year.

Yours truly,

C. J. Campbell, Hon. Secretary."

NARRATOR: Joyce Herout is here to tell you about a P.T.A. in Czechoslovakia.

JOYCE HEROUT: "We received from your school candy already. If you would see the happiness which the children had. I know if children receive something it creates happiness. I belong to the P.T.A. and spend there my free time. Otherwise I am employed in an office one-half of the day. The last year I received from you a package with old clothes. We sew from it plenty of clothes which we gave to the children." We sent a large box of clothing to them about two years ago. Shall we send another box again this year to Czechoslovakia?

NARRATOR: This family will soon be forced to move, since Russian Military Officers are moving into Cheb. This city is on the boundary line of Germany and Czechoslovakia and housing facilities must be provided for them. Without any warning at all, families are ousted from their homes and sent to the abandoned homes, which are the homes bombed in the last war. Yet they dare not complain or protest.

We received a letter from a principal in Berlin, Germany, who retired December 7th, at the age of 66. Joe Novak will read his letter, and Marianne Novak will tell you about the German doll.

JOSEPH NOVAK: "The Gertrudeheim School thanks your P.T.A. and your Friendship Club very much for the candy bars that you sent us. You will be pleased to hear that our students are going to give the sweets to a home which takes care of about thirty orphans from three to fifteen years. The home is in Berlin and our girls go there regularly to help the nurses with the babies. Our students felt that they ought not to keep the sweets to themselves knowing that there are so many children who have very little joy at Christmas. We send you a doll which is dressed in the costume worn in the rural districts around Salzburg (in the Alps). The material is quite genuine, the details of the frock were worked by three 14-year-old girls after the original costumes. Please, hand my thanks on to the President of your

P.T.A. and to the Club. With many best wishes to you and Burnham School.

Yours sincerely, Helene Robe."

MARIANNE NOVAK: I am holding the doll Joseph just told you about. It is a very pretty doll with a red checked jumper and a white blouse. She has pretty blue eyes which open and shut.

NARRATOR: Bob Brazda will tell you about "Youth Helps Youth" in Germany.

ROBERT BRAZDA: "German Youth Activities Branch. Dear Friends:

Your contribution to the "Youth Helps Youth" project expressed in such friendly letters is deeply appreciated. Thank you for the interest you have shown. Such organization as a 'Friendship Club' can do much to further better relations all over the world.

Sincerely, Elizabeth G. Thomas,
Captain of the Wacs."

2. *German Youth Activities. What is it?*
A program to prevent juvenile delinquency and to re-educate the future leaders of Germany along democratic lines.

3. *Is it worthwhile?* German Youth Activities is teaching a new way of life to thousands of German children, teaching them independence and a love of freedom, co-operation, and leadership. It is the most constructive program in Germany today.

Douglas Robb received a letter through the German Youth Activities last week.

NARRATOR: Poland tells us how much she enjoys our friendship. We are gaining an appreciation of other countries and a thankfulness of heart for our own privileges in America. Carol Aiello will tell you about two Polish dolls.

CAROL AIELLO: I am very proud and happy that we received two beautiful Polish dolls. My grandmother and grandfather came from Poland. I have written a letter to Poland too. One doll has braids just like mine, only her hair is yellow and silky. My hair is dark brown.

NARRATOR: You should see how thrilled some children are with their stamps. We have letters written in Icelandic with the English translation underneath. The stamps are beautiful telling us the history of their country. Douglas Bohodlo will tell you about our Alaskan friends.

DOUGLAS BOHODLO: We received sev-

eral letters from Alaska written on Alaskan stationery. The stationery has pictures of Eskimo dogs and Eskimos in beautiful colors. My pen-pal wrote and said she wants a hobby of collecting stamps and postcards and would I send her some? I have already answered her letter and sent her two envelopes of stamps. I'm also a stamp collector. I have over two thousand stamps.

NARRATOR: What do you think the children of France think about us? Barbara Franzo will read some of the questions they ask, and Joan Perfetto will tell you about our French dolls.

BARBARA FRANZO: This is a letter from Madam Cassey of Versailles, France:

Dear little boys and girls: My pupils have received your parcel (that is the candy bars that we sent them) with much pleasure. Here are some questions they ask us. I'll read you a few. How many are you in your school? Is it true that boys and girls are together? The reason they ask this is because in France the boys and girls have separate classes. Have you any movies at school? My boys think that in the U.S.A. there are only cowboys, Indians, skyscrapers, gangsters, and Hollywood stars! Daniel Hess and I have answered these questions and have sent a letter to them. She ends her letter by saying: Please translate our thanks to the Burnham School committee. (That is the P.T.A. and the Friendship Club.) And she signs her letter "Amite" which means *Friendship*.

JOAN PERFETTO: Our Friendship Club received three dolls from Madame Cassey. Two of them came from Alsace—Lorraine, and one came from Nice. Barbara just read a letter from Madame Cassey in Versailles, France, and I correspond with her daughter Mireille Cassey. I received three letters from her and many photos and postcards. She is nine years old. She can only speak and write French. Her mother is a school mistress and knows how to read and write English, so she translates our letters.

NARRATOR: Julia Verone came to America about a year ago. She came from Naples, Italy. She'll tell you about our Italian friends.

JULIA VERONE: Dear Sir: It is with pleasure that our institute is not only looking forward to your precious co-operation just as in the past years, but wishes also to inform you of

the remarkable results obtained during this last school period. Our institute has also been very much interested in family exchange.

I have a little silver candy dish from Italy. This dish is called a Bomboniera. I would like to tell you what we use this dish for. When a person gets married in Italy, of course, they invite their parents and their friends. They all bring presents, and then to thank these people they send this little dish full of candies. These candies are called confetti. Confetti in America means some little pieces of paper.

NARRATOR: Beverly Nickle is so proud of our new adopted Ankie, I know she would like to tell you about her.

BEVERLY NICKLE: Our Friendship Club adopted a war child in Holland. Her name is Anna Maria Wouterse. We call her Ankie. She was born in Batavia, Java. She is only eight years old. Ankie's mother and father died in a concentration camp. Ankie was in the concentration camp also with her older brother, Cornelius.

Ankie doesn't remember either of her parents, but she remembers the horrors of the camp. Ankie is in the third grade, and is a bright and alert child. Ankie and her brother are now living with their grandparents in Holland. We sent three boxes of clothing, school supplies, and candy to Ankie and Cornelius. Don't you see how we want to do as much as we can for Ankie and her brother? Now we are just beginning to see what real brotherhood means.

NARRATOR: There is a lovely poem called "World Friendship" which expresses our thoughts. Roger Beranek and Richard Levy will read it.

ROGER BERANEK:

World Friendship

Friendship—love of each for others
Makes a kind of golden chain
Binding men as close as brothers
Round the world and back again
Link by link the chain will lengthen
Day by day the ties will strengthen
Till some day so bright and good
Earth will hold one brotherhood.

RICHARD LEVY:

Though the plains are wide and lonely
Vast the mountains and the sea
All the world one dwelling only
All one family are we
Link by link the chain grows longer
Year by year our love grows stronger
Till at least we all are bound
Each to each the whole world round.

—LUDWIG VAN BEETHOVEN

NARRATOR: We have also received letters from Switzerland, Greece, Japan, Belgium, Holland, Sweden, Norway, Finland, Iceland, South America, Central America, Malaya, New Zealand, Philippine Islands, Canada, Alaska, Russia, and Hawaii. Laquita Raley will tell you about Hawaii.

LAQUITA RALEY: I received a beautiful doll from Hawaii that my pen-pal made. The skirt is made out of real grass. My pen-pal collects story book dolls, so I sent her one to add to her collection. She also sent me some stamps and I sent her some, too. My pen pal's name is Margaret Freitas, and she writes to me often. I sure enjoy getting letters from her.

NARRATOR: You can see how these children gain a real meaning of world geography. They know the world around us holds high adventure and beauty and friendship and that the most abundant living is intertwined with warm friendships rich in understanding. They are beginning to see that Love and Friendship must be universal and impartial if we wish to be Ambassadors of Good-Will.

The members of the Burnham School Friendship Club have felt very fortunate in having

Julia Verone, so recently from Italy, as a member of their club. She would like to tell you how she feels about it.

JULIA VERONE: I am so happy to be a member of the Friendship Club, and to be in America. I am so grateful that I live in this rich and free land with all these wonderful opportunities. Yes, I am so happy that I live in the United States.

I think it would be nice to end our program with "America The Beautiful."

"America the Beautiful"

"O beautiful for spacious skies,
For amber waves of grain;
For purple mountain majesties
Above the fruited plain!
America! America!
God shed his grace on thee,
And crown thy good with brotherhood,
From sea to shining sea!"

Editor's Note: The Friendship Club at Burnham School, Cicero, Illinois, sponsored by Sally Andereg, has been doing some very fine things. Their letterheads, done by the students, include a picture of the world, students of various nationalities, and the motto: "Friendship and Brotherly Love Around the World." The club promotes an exchange program of pen letters and gifts to and from children from other nations. Miss Andereg is the author of "One World Through Friendship," a program that is suitable for presentation by youngsters everywhere, copies of which are available. Incidentally, the Friendship Club Song was composed by Miss Andereg.

"People sure do like to be fooled." And, it's lots of fun to organize and present and attend a school circus.

"Our Circus"--A Class Play

THIS PLAY is suitable for one class or several classes. It has been used successfully for Primary and Middle grades. In the first and second grade presentations, parts may be omitted, if necessary, to simplify it. This play can be scaled down and presented in the classroom, allowing spectators to sit in their desks or chairs. As written it may be given on a stage for an audience.

If children have trained animal pets, their acts may be substituted for those here given.

Setting

The setting may be elaborate or simple, depending upon the material and workers you have available, where you wish to give the play, and size of stage.

One setting is used throughout. The background can be a plain curtain, either light or dark.

ESTHER MILLER PAYLER
470 North Main
Germantown, Ohio

A ring of a size in proportion to your stage should be laid on the floor and fastened firmly. It should stand not more than 10 inches high. It may be made of plywood, corrugated or stiff cardboard paper. Painted black it shows up better against a light background, or painted light against a black background.

To left center of stage have a ticket booth. (If entrance is on right, reverse directions.) Ticket box to left of window.

Seats from the gymnasium or chairs can be set up at back of stage and to right, facing audience and ring. There should be enough seats for all spectators.

School Activities

If there is a regular or toy band, they should sit at extreme left, front.

If there is room and you wish, there can be cages (just the front or bars) across back of stage. Children dressed as animals may move about in them.

Characters and Costumes

All the class may be included in this play, for those not having other parts may be spectators, which also serves as chorus. Stage hands, ushers, ticket seller, ticket taker, and peddlers take extra people.

Ringmaster: Suit with tails; top hat; whip; boots, if possible. Suit can be made of crepe paper or cheese cloth.

Clowns: Standard clown suits—dressed as tramps or in women's clothes. Any funny suits can be used—faces should be whitened.

Ticket Seller: Boy or girl—dressed in regular clothes.

Ticket Taker: Boy—dressed in loud shirt and tie—without coat or hat.

Barker: Boy dressed in loud clothes—with cane—derby hat if possible.

Band: Toy band or trumpet player. If not available, teacher can play piano or records.

Mr. Walker: Boy—dressed in suit—carrying whip and toy pistol.

Bears: One large and one small—dressed in brown cheese cloth or crepe paper.

Dancers or dancer: In costumes appropriate to dance.

Strong Man: Sturdy boy in shorts and polo shirt—padded for muscles.

Acrobats: Boys in slacks and polo shirts to match.

Zora, the fat woman: Girl—stuffed with pillows—crushed tissue paper also makes a good stuffing—cotton in cheeks.

Ala, the bearded woman: Girl dressed in fancy clothes with lots of beads and sparkly pins, etc., dark beard fastened to her lip.

Pony trainer: Boy dressed in suit or girl dressed like woman.

Ponies: Any number dressed in crepe paper or cheese cloth suits. Children must go on all fours in this.

Tight Rope Walker: Dressed in usual clothes—in stocking feet.

Elephant Trainer: Girl dressed in slacks and coat—carrying crop.

Elephants: Any number—walking on fours—dressed in grey crepe paper or cloth suits.

Balloon Man: Carrying and selling balloons—wears white coat and hat.

Pop Corn Peddler: Same as balloon man.

Stage hands: In overalls or coveralls.

Ushers: Without coats and having arm hands marked—Usher. Could have caps alike if wanted.

The Play

Curtains part, showing an empty ring.

Ticket seller is sitting in the ticket window. Outside stands a barker shouting as he holds tickets in his hands and shakes them over his head. Ticket taker stands near a box.

Ticket Barker: Step right up ladies and gentlemen! Get your tickets here for the finest circus on earth! Step right up!

He continues to shout as the spectators come in, some singly, some in groups, talking and laughing. They buy tickets. Hand tickets to the ticket taker, who puts part in the box, and hands the spectators the stub. Spectators walk across the stage to seats. The ushers show them to their seats. After all are seated the spectators sing (to the tune of Three Blind Mice).

To the circus,
To the circus,
See how we run,
See how we run,
Oh won't you come with us today,
To see the clowns and the animals play?
Did you ever see such a thing in your life
As our circus?

Clowns tumble in, strut about, and do tricks. At the same time a balloon man walks around, shouting "Balloons!"

A peddler with a basket and bags shouts "Peanuts! Pop Corn! Fresh! Get 'em Here!"

Band enters. (If no band, have someone blow a fanfare, play piano, or a record of "The Washington Post" or some other march.)

Peddlers and clowns run off stage. Ushers stand at attention—spectators sit quietly.

Ring Master enters and walks pompously to the center of the ring. He takes off his hat and makes a sweeping bow. In a loud voice he makes his announcements—slowly and clearly.

Ringmaster: Ladies and Gentlemen, you are about to witness the (name of school) Circus. You will see acts of daring and skill, bears, elephants, ponies, acrobats, a tight rope walker,

a fat woman, and a bearded woman. Beside all these wonderful acts you will see our jolly clowns, who are here to make you laugh. Now for the grand circus parade. (Ringmaster cracks the whip, then stands in middle of ring.)

Either the band, piano, or record plays "Stars and Stripes Forever," or some other lively marching tune. The parade, consisting of band, and all characters in their costumes, march across the stage and past the spectators' seats and around the ring, then out the door they entered. If there are any circus wagons, they should be in rear. (Spectators clap.)

Ringmaster steps forward, stands as stage hands set up barrels, boxes, or chairs to be used in next act.

Ringmaster: Our first act will be trained bears—two savage bears—one large monster and one smaller one, will do tricks and a dance for you. (He cracks the whip and bows.) I present Mr. Walker and his trained bears—Brownie and Chubbie. The bears waddle into the ring followed by Mr. Walker. The bears stand on boxes, shake hands, drink from a bottle, and dance to the music of "Over the Waves" by J. Rosas—any other melodious three-fourth time selection will do. Bears and Mr. Walker leave the ring bowing. (Spectators clap.)

Ringmaster: Our next big act will be the Art Dancers. (Here all pupils who are dance students can dance. If preferred there can be solo dances with appropriate music and costumes.) Dancers bowing, leave the stage. Spectators clap. Ringmaster returns to ring. Stagehands bring in dumbbells and different size weights made of plywood or black paper, and marked in white with 2,000 lbs., etc.

Ringmaster: Next we present Muscles, the Strong Man. Watch closely for you may never see anything like this again.

Muscles bows into the ring. Groaning, slowly he lifts the weights as if very heavy, pretending to wipe perspiration. Strong man bows out of ring, spectators clap. Stagehands carry out weights with great difficulty. Ringmaster returns to ring. Acrobats enter.

Ringmaster: I introduce to you Push and Pull, the well-known acrobats. (He bows and steps aside. The boys do acrobatic stunts, pretend to swing from trapeze, etc. The spectators sing twice through the chorus of "The Man on

the Flying Trapeze," as they do so.) Acrobats bow from the stage. Spectators clap. Ringmaster returns.

Ringmaster: You are about to see two of the wonders of the world! Zora, the fattest woman, who tips the scales at more than she likes to say, and Ala, the Bearded Woman. (The girls walk out slowly, bow, sit down, and then walk out slowly again. (If desired they may sing a duet). Spectators clap. Ringmaster returns to ring.

Ringmaster: Our pony act is something to make your eyes bulge. These ponies can count and dance. They are full of tricks. (As the ponies gallop onto the stage, followed by their trainer, the Ringmaster steps aside.) The spectators sing to the tune of "Pop Goes the Weasel"—as the ponies trot.

A pony for a pretty pet
A pony brown or spotted
A pony for a jolly ride
Trot, goes the pony.

(The ponies run.)

A pony for a pretty girl,
A pony for a good boy,
A pony for a happy ride
Run, goes the pony.

The ponies perform tricks, count, and dance. (Spectators sing last verse again as ponies run from stage followed by bowing trainer.)

The Ringmaster tries to step into the ring, but the clowns crowd him over. They tumble across the stage and do tricks. They run off the stage, waving. The Ringmaster comes back into the ring, laughing.

Ringmaster: Balanco, the tight rope walker, is our next attraction. Hold your breath! (Balanco bows as he comes onstage. Pretends to put his feet on a pad.) As he does so the stage hands lay a rope across the floor in front of the ring. Balanco walks slowly across the rope back and forth, faster each time. He carries a pan of water once, a pot of flowers, and then a Japanese parasol. He bows and leaves the stage. The spectators clap. The ringmaster returns.

Ringmaster: Now for our final and most daring act—Madam (girl's name) and her trained elephants!

Ringmaster steps out, elephants come in with their bowing trainer. As the elephants come in and circle the ring, swinging their trunks from side to side in time with the music, the spectators

sing to the tune of the chorus of "Tramp, Tramp, Tramp, the Boys are Marching."

Tramp, tramp, tramp
The elephants march
Cheer up children, they will come,
And be marching on for you
Oh cheer up, children they will come
And be marching on for you.

After the march, the elephants stand up on hind legs, stand on tubs and boxes, pretend to eat and drink, and do any tricks you wish. The

elephants leave the stage, swinging trunks, and children spectators again sing the chorus above. Spectators clap. Ringmaster returns and bows. As he bows, the spectators rise and sing (to the tune of Yankee Doodle chorus). Players, peddlers, balloon man, ushers, stagehands come on-stage, joining in the song.

Now our circus is over
Sorry, sorry are we.
We hope you liked it too
And that you will come again.

Interest, usefulness, creative activities, democracy, and leadership make for success for the clubs organized and sponsored by the school.

A Dramatics Club in Action

A SMALL HIGH SCHOOL of about one hundred students, DeMotte High, did not have too many clubs. Four years ago a dramatics club was added. The following account of the democratic organization and functioning of the club gives indication of the reasons for its success.

A qualified sponsor in the person of the English teacher who had had training and experience in dramatics was secured. She conducted a survey to see how many students would be interested in joining and participating in such a club. Applicants were asked to indicate what they were most interested in—such as, readings, declamations, plays, etc. Several weeks later, from these voluntary applications which numbered about forty, the club was organized with election of officers and a representative to the student council.

Dues of sixty cents a year were voted by the membership, with which to buy books, readings, make-up materials, and other necessary equipment. The club decided to give plays on all holidays and special occasions. The greatest drawback at the beginning was that few boys had volunteered to join the club. When a play was selected (usually a one-act play) members volunteered for specific parts by listing their names on a bulletin board announcement. From this list a cast was chosen.

Soon it became evident that the dues voted would not be sufficient to defray expenses of club activities on so extensive an undertaking that had been planned. Consequently, the club

DORIS E. COBERLY
DeMotte High School
DeMotte, Indiana

decided to give a one-act play to the public with a small admission charge during the school's annual Halloween carnival. Thus a balanced budget was maintained from the beginning. For this play, the club built an improvised stage and scenery in the study hall assembly room. This project provided creative experience in stage and scenery settings.

Since the student council had set aside a week in November as school clean-up week, the dramatics club decided to advance and popularize the activity by giving an appropriate play before the student body. Thus the club made one of the most important decisions for its continued existence. It became useful and of definite service to the school and its student council. Since suitable plays for clean-up weeks were not readily available, the club decided to formulate and write a suitable play. This decision became the second important reason for continued existence of the club. It decided to do creative work, a specific task for a specific occasion. Plays were written. Interest in the club grew as creative work was done by its members. These plays went over so well with the student body that the club has given plays for clean-up week each year since that time.

Another big day in the club's history during the first year was October 7. This was the 100th birthday of the Indiana poet, James Whitcomb

Riley. All schools in the state were celebrating this day. The dramatics club gave two programs that day. The first program consisted of a short skit on Riley's life and the recitation of some of his poems before the student body. The skit was written by one of the members of the club. Two members of the club recited poems by Riley. To give background to the poems, a silhouette of the poem was made and hung behind the reader. Poems like "Little Orphan Annie," and "The Old Swimmin' Hole" were used. The second program was given that evening at the football game. The club made a float based on the poem "When the Frost is on the Punkin and the Fodder's in the Shock." On the float was a boy dressed to represent Riley. He was surrounded by children who were supposedly listening to him tell stories. As the float circled the field one of the club members recited the poem represented.

In the four years the club has been functioning, programs have been varied quite a great deal. Lyrics have been written for the program for clean-up week and one-act plays have been given for assembly programs. The club operates on a meager budget but it is long on school service.

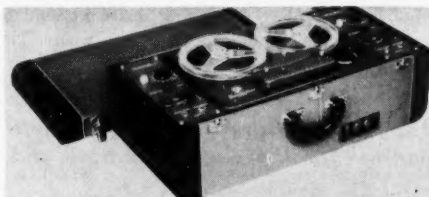
Success has come to the DeMotte High dramatics club because it has remembered the following:

1. A club must be of service to the school and community. It must be useful.
2. A club makes more progress in creative endeavor than in merely giving canned programs.
3. A club must have educative activities for its members.
4. A club must have varied activities.
5. A club must contribute to school spirit and tradition by doing something that will be anticipated annually, like the clean-up week program.
6. A club must depend on voluntary participation and democratic procedure.
7. A club must have an enthusiastic and capable sponsor.
8. A club must meet a need and must be important to the school.

What You Need

NEW SYNCHROTONE RECORDER

Development work is now complete, and production has begun, on a new kind of tape recorder featuring synchronous recording of separate sound events.



The new machine, called the **Sychrotone**, is particularly available for drill and practice when the student must make a response to an aural situation, as in pronunciation and vocabulary training, in cue-response, and in performing with an accompaniment.

The sychrotone permits the synchronous recording of two different sound events on the same tape, without actually mixing the sounds on the tape. The two recordings may be made simultaneously, or at different times. Each may be erased, corrected, changed in relative volume, or copied—be played back together, in perfect synchronism, at any time. The new method thus goes beyond third dimensional sound recording by adding the element of **TIME**—generally referred to as the 4th dimension.

Further information may be secured from Magnetic Recording Industries, 30 Broad Street, New York 4, N.Y.

THE RHYTHMIC PROGRAM

Grace Fielder, Supervisor of Physical Education, Fort Wayne, Indiana, is the author of a new book on the rhythmic program in the elementary schools. This book embodies the various phases of a well-rounded program of rhythmic activities.

The book is published by The C. V. Mosby Company, 3207 Washington Blvd., St. Louis 3, Missouri.

GAMES, RHYTHMS, DANCES

A new edition of the book, **Games, Rhythms, Dances** has just been published. The author is C. Jean Barnett, a recognized expert in the field of recreation activities and physical education programs for kindergarten, primary, and elementary classes.

The book is published by George Stanley Company, 1225 South Biscayne Pt. Road, Miami Beach, Florida.

ASSEMBLY PROGRAMS

for October

Indian summer abounds with picturesque activities. Orientation has eliminated the first school daze and October brings colorful contrast in variety and action. In the bright blue weather, a misty haze hovers over the distant horizon like smoke from myriad campfires. Scarlet leaves of the blackjacks seem to be mirrored in flaming sunsets. The opal, gem of the month, reflects the glorious colors; while goldenrod, the flower of October, grows on dusty roadsides.

Bliss Carman aptly sums up the activities in **A Vagabond Song**: "There is something in October sets the gypsy blood astir."

In antiquity, the month was known as the eighth in the year. When Julius Caesar revised the calendar, he placed October as ninth and attempted to call it Tacitus, Antoninus, and then Faustinus. None became popular. The Roman people refused to accept any of the appellations so the misnomer remains on the modern calendar.

Long-range planning is necessary for variety and contrast. Materials for Columbus Day and Halloween assemblies are easy for students to find in school libraries but information concerning special weeks for United Nations, Fire Prevention, National Bible Week, and Girl Scouts require more recent data. Requests should be made early so that material is accessible when needed.

Improving Formal Openings

Formal opening brings the group to attention and provides unity. The procedure implies a **oneness** and maintains a subtle balance in relationships of audience, participants, and program. The uniformity gives solidarity of purpose to school activities.

The group assembles according to custom or direction given by the principal. Attention is made by presentation of the flags. The group remains standing for the **Pledge of Allegiance** and also the singing of a patriotic and a school song. Then the group is seated. The scripture is read and the emcee for the day is introduced.

Improving formal opening improves the school. At the suggestion of Principal B. Roy

UNA LEE VOIGT
Enid High School
Enid, Oklahoma

Daniel, the students began with emphasis on the **Pledge of Allegiance**. A study revealed that the majority of Americans err in the phrasing and pausing. No pause should be made after **Flag**. The Federal statute reads: "It shall be know as the **Flag of the United States of America**." Through comparisons the pupils found discrepancies by authorities in authorship, punctuation, and capitalization. In organized unit procedure, Pat Driever of the eighth grade, wrote to the Library of Congress. She was referred to a pamphlet on the origin and author of the **Pledge of Allegiance** prepared by the National Women's Relief Corps Auxiliary to the Grand Army of the Republic. The National Salute to the Flag as adopted by our government as written by Francis Bellamy. The correct writing follows:

"I pledge allegiance to the Flag
of the United States of America
and to the Republic for which
it stands,
One Nation indivisible,
With Liberty and Justice for all"

Through this research, two hundred eighth grade students interpreted their true meanings of the pledge. They wrote the disputed authorship into a drama. They compiled a collection of patriotic readings and songs for this year's assemblies. At the time, they presented individual programs in speech classes as a climax to the week's unit.

INDIAN ASSEMBLY

Social Science and Speech Departments
Suggested Scripture—John 4:35-38

An Indian girl or vagabond boy may make announcements and preview the October assemblies. From an over-sized calendar, he proclaims the agenda for the month.

Although September 28 is named as Indian Day, an Indian assembly is a good theme for October. Contributions of the Indian to American culture cannot be overlooked. Among those to be remembered are Squanto, Sequoyah, Sacajawea, and Will Rogers.

Indian legends are numerous. One of the best containing dramatic elements is the legend of Niagara Falls. It is effective when given in costume with a background of soft Indian music. The poem is entitled "The River of Stars" by Alfred Noyes.

Indian songs, literature, and music can be presented in an entire thirty-minute assembly. The Goodfox family of Pawnee, Oklahoma, have given many enjoyable performances for school audiences.

An eighth grade pupil who had lived with his parents on an Indian Reservation directed an entire program for Emerson Junior High School. Jimmy gave several intricate dances in full Indian regalia. To the delight of his teacher, he taught his classmates a simple dance. Others were instructed how to play the tom-toms. He demonstrated signals and music. As he lectured, he showed his collection of deerskin clothes and relics.

This assembly did more to correct a speech defect in distortion than months of drill. In Jimmy's enthusiasm, he forgot his defect and few members of the audience noticed his habit. His success was so delightful, it was repeated for P.-T.A.

Students of Indian parentage are always willing and anxious to participate in activities. Their contributions make better citizens. Jimmy's parents brought his valuable collection to school and his classmates decided the ones to use for assembly.

Every school group can present an assembly showing different costumes and folk customs in song and games. Sometimes a parent can help. This was the outcome in an Enid elementary school. The father of a little Indian girl offered his help in teaching a group to dance. The children performed in costumes for the annual Rhythm Band Festival.

Such an activity creates wonderful results for participants and listeners. They learn inductively that America's heritage is a combination of the best in all races and nations. The minority groups need to be shown this fact. Observation of the children and knowledge of their case histories form the foundation for this type of pro-

gram. To be needed and desirable is the first step toward creating wholesome attitudes.

SAIL ON ASSEMBLY

Student Council

Suggested Scripture—Matthew 8:22-27

Columbus Day is a public holiday in thirty-six states. Designated names as Fraternal Day in Alabama, Discovery Day in Indiana, and Landing Day in Wisconsin are used.

In the school assembly, a nautical theme honoring Columbus is flexible. Friendship, Fellowship, and Scholarship are represented as ships.

At left, upstage is a lighthouse. In reality it is a tall step ladder covered with wire netting, white paper, or canvas. The light is a large flashlight turned by a student. Rocks of discouragement, dishonesty, and prejudice are on the shore.

Down stage, right, is the prow of the boat. Painted tires and rolls of rope help to create atmosphere.

The program is on the Ship's Log. The copilots on the Friendship are the friendliest boy and girl. "Columbia the Gem of the Ocean" and "Sailing" make good opening numbers.

A participant, dressed as an Italian, presents accordion solos including "Santa Lucia." A sailor hornpipe dance is suitable.

Poems honoring Columbus are easily given as choral readings or pantomimed when read.

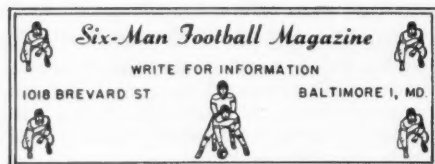
Joaquin Miller is best known for his American classic "Columbus." With the ringing refrain "Sail On!" he presents the wonder and daring of Columbus. The audience will admire Columbus if the reader can transfer the emotion to every listener.

Lanier's sonnet, "Columbus," is the spirit of determination. Columbus answers cowardly sailors. This inspirational number is appropriate on Fellowship's Log. The pilot is selected from the presidents of school organizations.

Scholarship gets its inspiration from **The Young Columbus** by Nancy Byrd Turner. In it Columbus dreamed of a western pathway and his answer was America. The president of the Honor Society is the pilot and acts as emcee.

These suggestions differ from the usual Columbus Day program but thought-provoking court scenes that inspire require elaborate costuming, superior acting, and many rehearsals.

If the sponsor wishes the outcome to be light-hearted gaiety, farcical mimicry can burlesque the achievements of the great man into bawdy caricature.



FOOTBALL ASSEMBLY

Home Room or Class Committees

Suggested Scripture—I Corinthians 9:24-27

With school organization complete, competitive sports are popular on the agenda. Loyalty is evident in the conversation of students and patrons. The atmosphere is appropriate for a rousing rally differing from a pep assembly in purpose and theme.

Numerous scripts are submitted through homeroom organization. From these the final committee divides the assembly time into four parts: The Huddle!, Fight Team Fight!, The Touchdown!, and Kicking the Extra Point!

Good drama requires clash, climax, contrast, and plot. A scene shows a student who refuses to attend the coming game; he wishes to study. In the ensuing dialogue another boy must work. A girl wants to attend her club meeting. School Spirit calls for a huddle of Industry, Recreation, and Education. These characters express concern over the students. With School Spirit as leader, they work out signals for success in the game of life. These signals show how time is regulated in order to attend school games.

The coach talks briefly about the schedule of

posted games. He emphasizes cooperation in all school life.

Fight Team Fight is in charge of cheerleaders who stress loyalty in winning first down and ten to go. They give talks on keeping fit, rules of the game, and opportunities for carrying the ball.

The Touchdown is presented by the Captain of the team. He accentuates sportsmanship in the game of life and stresses skills needed for making a touchdown.

The scorekeeper's work may also be emphasized. The school secretary or the principal may tell how necessary it is to score in school life.

Kicking the Extra Point is gained through accuracy and precision. This can be shown on the stage in miniature. **Alumnus Football** is a good poem for presentation.

For the final scenes, the stage is decorated with school colors and pennants. Up center is a large paper football. The cheerleaders lead the school in the favorite yell; the band plays the school song and the members of the team burst through the make-believe pigskin. They are introduced by the coach.

Then School Spirit calls the business man-

DEBATE

Materials

THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1952-1953 IS:

WHAT FORM OF INTERNATIONAL ORGANIZATION SHOULD THE UNITED STATES SUPPORT?

DEBATE HANDBOOK	\$3.35
(Extra Copies to the same school)	2.00
SET OF SPEECHES	1.50
(Extra Copies to the same school)	1.00
YOUR GUIDE TO EFFECTIVE REBUTTALS	1.75
DEBATE REVIEW	2.25

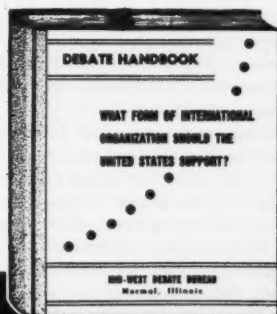
COMBINATION OFFER

Consisting of one Debate Handbook, One Set of Speeches, and the "Debate Review."

PRICE

\$6.85

(Your Guide to Effective Rebuttals included in Combination offer for \$1.00 additional)



**WHAT FORM OF
INTERNATIONAL
ORGANIZATION
SHOULD THE
UNITED STATES
SUPPORT?**

**MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS**

agers who give inspirational talks on buying season tickets.

Among various ideas on the football assembly is the burlesque theme. The girls gather all the old equipment and present exaggerated characteristics of the game. They show clowning fumbles, kicks, and tackles. If the sponsor or students prefer this style, it should be scheduled later in the season. The purpose of October rally is to persuade and inspire all students to attend games. While burlesque creates laughter and furnishes amusement, it does not foster loyalty to school spirit.

Another variation for organization through home rooms is the Stunt or Float Motive. Different groups present a five-minute stunt or display a float showing loyalty to the school. The judging committee selects the winner who are given special honors at the first game. Working together creates wholesome attitudes needed in school guidance.

TALENT ASSEMBLY

Class Committees or Student Council

Suggested Scripture—Matthew 25:14-28

Talent scouts begin a survey for a fun frolic a few weeks after school starts. Each class is to present the best talent in assembly. The scouts keep a file of students, accomplishments, and decide on the five best.

Speech, vocal, instrumental music, and art teachers are contacted. Try-outs are scheduled when the committee agrees.

The assembly is divided into three or four parts. The emcee is a ring master in top hat and frock-tailed coat. All participants sit on the stage in respective groupings. Balloons and circus festoons create atmosphere. Each ring has a barker who ballyhoos for the group.

The program consists of specialties: roller skating stunts, ballet dancing, black-faced acts, musical numbers, and dramatic interpretations. Sometimes the physical education department presents strong men with athletic prowess.

A melodrama presented in pantomime will add comedy effects.

Members of any class will enjoy giving "Lorna Loon's Fate" by Don Sheridan. This number requires two rehearsals. No special costuming or scenery is needed.

Members of the audience always enjoy talent assemblies and variations in presentations are numerous. The Carnival theme is often used. Mrs. Ardis Bouher of Emerson used it in an assembly unit presented by a ninth grade English class.

Make-believe television and radio show presentations are well received and easy programs

to present. During the proceedings, scenery is placed by stage crews. The show is conducted as if the stage were the studio.

In the talent assembly, students need to be inspired with the knowledge that, in presenting a good number, they are contributing worthwhile attainments for the benefit of others. Sometimes teenagers-on-parade are reluctant to show their talents and need encouragement. In the friendly competition of class rivalry, youth overcomes stage fright.

HALLOWEEN ASSEMBLY

English and Speech Departments

Suggested Scripture—Exodus 20:1-7 or Romans 13:8-10

Halloween customs are borrowed ideas from past centuries. Before Christ, the Celts of northwestern Europe and the British Isles believed in witches and evil spirits. On the eve of November 1, the Celts lighted fires to offset the curse. Robert Burns humorously describes the Scottish ceremonies in his poem, *Halloween*.

In modern times, Halloween with weird legends and bugaboos furnishes a peculiar fascination for young Americans. It seems to be a part of growing-up in our American heritage.

All of our customs as telling fortunes, ducking for apples, and dressing in costumes are relics of paganism and can be traced to their sources. Pupils will enjoy finding them especially the superstitions. An entire assembly can be presented on "Debunking Bad Luck Signs." Acting the superstition, then explaining its history and symbolism give amusement and knowledge.

On November 1, the Romans held a festival honoring Pomona, the goddess of fruits and seeds. Bobbing for apples and cracking nuts were signs of plenty and good fortune.

Beggar's Night, originally from the Celts, was until recently an annual Irish custom. A parade was led by a white-robed man. On his head was a horsehead mask. Other masked figures followed blowing cowhorns. The parade stopped at each house and the leader asked, "Have you had a good harvest? Your good luck is due to the kindness of Muck Olla; you must give us a tribute for him. Otherwise he will be angry and bring you bad luck."

In America today, boys and girls in costumes go from house to house demanding "Tricks or

"THE OLD SCHOOLMASTER" says:

"Yes! If it's published I have it!"

MAGAZINE SUBSCRIPTIONS

Newspapers, Books — Catalogs Free

COLLMAN MAGAZINE AGENCY

P. O. Box 726

Milwaukee 1, Wisc.

treats." An up-to-date trick is "Treats by the Tricksters."

A small group of masked children, accompanied by parents, called upon all their old friends. They took nicknacks as gifts and entertained with songs and readings. It was a Halloween surprise in reverse and has become a tradition in the community.

These customs can be written into scripts showing a new realistic theme. A school in Missouri has adopted this custom. Halloween Frolics that bring good can be fostered.

The high school students may prefer presentation of scenes from **Rip Van Winkle** or **The Legend of Sleepy Hollow**. Other appropriate selections from American literature are Hawthorne's **Feathertop** and Irving's **The Devil and Tom Walker**. These stories contain dramatic elements and warrant worthwhile endeavor.


Another group may enjoy characterizing witches from literature. Using the theatrical pattern of three's, the students may show **The Three Weird Sisters** in a witch scene from **MacBeth**, Mother Rigby from **Feathertop**, and Moll White, the Coverley Witch described by Addison in **Roger de Coverley's papers**. In interpreting the witches, the **Weird Sisters** are the **Three Fates** of Greek mythology. Shakespeare makes them three dreadful women who reveal the soul of Macbeth.

The boys will be interested in the portrayal of a few of the fourteen ghosts in Shakespeare's plays. The ghost of Banquo is often made a real presence on the stage. He remains invisible to all the court except Macbeth. Caesar's ghost is realistic to Brutus. A few short scenes require three rehearsals.

"Safety on Halloween" was the theme of an Emerson ninth grade assembly. The scene was a grave yard. Ten white cardboard tombstones were placed on a dimly lighted stage.

Two black-faced comedians were downstage dividing a watermelon. When they heard a loud groan, they were told to shine their flashlights on each tombstone and read the epitaphs.

Then the ghost of the departed rose from the grave and gave his ghastly lesson to the audience. Each one was named for a pupil in the audience and he gave his safety message in rhyme.



CAPS and GOWNS
For Graduation. Special money-saving plan. Write for full details and returnable sample. No expense or obligation. Also Choir and Choral Apparel.
DeMoulin Bros. & Co.
1023 S. 4th St. Greenville, Ill.

Three boys wrote the script and the group had two stage rehearsals. The entire program was directed and produced by ninth graders.

However, younger members of the audience were noisy and restless. Consequently, many were unable to hear. This was the fault of no one in particular. The play was weird and ghastly. The combined emphasis of lights, costumes, and sounds shocked the younger group.

Every audience demands emotional security. Even adult audiences are like children in this respect. "Never surprise an assembly without first warning in some way that something sinister is going to happen" is an old adage in playwriting. In tragedies, the future sorrow of the climax is always foretold as the plot progresses.

In this ninth grade assembly, the emcee forgot to forewarn the group by describing the setting. If the pupils had been told what to expect, the spirit of the audience would have been united by the action.

SOLVING THE COSTUME PROBLEM

Another problem of Halloween assemblies is costuming. The fundamental principle regarding this element is: the costume must fit the mood and situation in relation to the scene and other members of the cast.

A simple costume is a robe made of white muslin and cut by a butterfly pattern. The neck is faced with a one-inch bias strip. A drawstring gathers the fullness. This garment is easy to make and is an appropriate foundation for any draped effect from ghosts to angels.

Color can be added by brushing and spraying dye on the material. To become efficient, this process requires experiment but it is economical.

Peasant costumes are made from worn out suits decorated with bright yarn. A sash, a cap, and buttons will give the desired effect.

Roman costumes are drapes cut on the bias or in circular design and fastened with **fibulae**, the ancient safety pin.

HALLOWEEN MAKE-UP

Make-up for witches and ghosts is a fascinating activity. In making up the witch, a yellow foundation grease paint is used. A high-bridged nose and pointed chin are shaped with nose putty. For sinister eye effects, grey crepe hair is applied with spirit gum. Wrinkles and lines on the mouth bring out sharpness. Blocked-out teeth add to the expression. A long straggly wig finishes the illusion. The hands are old, long and thin. Adhesive tape can be stuck to the finger tips, stiffed with cardboard, and covered with grease paint. On the tips, cellophane tape is shaped for claws and fingernails. The hag make-up is then complete.

The ghosts are shrouded figures. Yellow foundation grease paint is used and shaded toward an elongated nose, highlighted with white. Hollow cheek and eye effects demand brown. Light crepe hair, ironed out straight, will give a ghastly expression. The ghost of Banquo should have a trimmed beard, hollow eyes, pale face with soft brows. Caesars' ghost is generally portrayed with chalky white foundation grease paint.

AVAILABLE MATERIAL FOR OCTOBER PROGRAMS

For Fire Prevention Week, the first week, a bulletin entitled **Fire Safety for Teachers** is published by the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Fire Safety supplies and educational booklets are furnished by the National Board of Fire Underwriters, 85 John Street, New York 38, N.Y.

The Boy Scouts of America, 2 Park Avenue, New York, N.Y., publishes a pamphlet on **Fire-manship**.

Free and inexpensive materials for United Nations Week, October, 1952, is available at the American Association for the U.N., 45 East 65 Street, New York 21. Schools throughout the nation sponsor programs which aim to promote international friendship and understanding.

From October 12 to 18 is National Bible Week. Orders for materials should be sent to Layman's National Committee, Vanderbilt Hotel, New York 16.

Copies of the pamphlet on the origin and history of the **Pledge of Allegiance** may be secured by writing Miss Cora E. Gillis, Secretary of the D.A.R., 43 Adams Street, Jamestown, New York.

The pantomime, **Lorna Loon's Fate**, by Don Sheridan, may be purchased at the Dramatic Publishing Company at Chicago, Illinois.

OFFICIALS ARE IMPORTANT

(Continued from Page 14)

Coaches can do no good, in fact, a lot of harm, by talking to officials during a game. Fans will misunderstand and interpret this as a signal to start a demonstration. An official cannot be improved during a game, so don't try. Do all you can to keep the pressure off the official during the game so he can do a good job. If he fails, refuse to use him for future games. If the official isn't going to hustle and call the game to the best of his ability, he has no business in a position which is so important and charged with so much potential for good or evil in the lives of boys and girls.

PRINTING PLATES

Low Prices - High Quality

All Work **GUARANTEED** Completely
By Big Firm Established in 1920
WE WORK NIGHT AND DAY
TO GIVE YOU FAST SERVICE

Ask for References Near You

ART
WORK
—
PLAQUES



CUTS
AND
MATS

**CUTS FOR STUDENT PUBLICATIONS
ON FAST SERVICE AT LOW RATES**

Condensed Price List Write for Complete One

SINGLE COLUMN CUTS

ZINC HALF TONES 60-75-85-100 SCREEN		ZINC ETCHINGS (SHADED CUTS 10% EXTRA)		COPPER HALF TONES 120 OR 133 SCREEN
UNMOUNTED	MOUNTED	UNMOUNTED	MOUNTED	
\$1.05	\$1.15	\$1.15	\$1.30	\$2.50
FOR 1 TO 5 SQUARE INCHES	FOR 1 TO 5 SQUARE INCHES	FOR 1 TO 5 SQUARE INCHES	FOR 1 TO 5 SQUARE INCHES	FOR 1 TO 4 SQUARE INCHES

OTHER SIZES AT PROPORTIONATE RATES A FEW ARE LISTED BELOW

TEN-SQUARE-INCH CUTS				
\$1.70	\$1.80	\$1.90	\$2.05	\$4.75
TWENTY-SQUARE-INCH CUTS				
\$2.95	\$3.15	\$3.25	\$3.60	\$6.55
FIFTY-SQUARE-INCH CUTS				
\$5.85	\$5.90	\$6.45	\$6.55	\$10.45
ONE HUNDRED-SQUARE-INCH CUTS				
\$9.00	\$9.55	\$10.10	\$10.70	\$16.00

CUTS AND MATS OF FOOTBALL PLAYERS

PRICES ON MATS	
SQUARE INCHES	NUMBER OF MATS FROM ONE CUT ON SAME ORDER
12 1/2	1 1/4 8 1/8 1 1/2 1 3/4 2 1/4 3 1/2 4 1/2 5 1/2 6 1/2 7 1/2 8 1/2 9 1/2 10 1/2 11 1/2 12 1/2
12 1/2	6 30 24 18 15 12 10 07 06
20	12 32 26 20 16 13 11 08 06
30	20 36 29 22 18 16 12 10 07
40	28 40 32 25 20 16 12 10 07
60	45 60 48 36 28 23 19 16 11 10
100	81 76 60 47 38 31 25 19 16
260	228 167 133 109 84 70 56 42 34
380	347 235 168 140 116 96 80 59 47

Please Write Us for COMPLETE PRICE LISTS on Both CUTS and MATS. Let us quote on your Art Work and on your Year Book Engravings.



HARPER STANDARD ENGRAVING CO.
JACK HARPER OWNER-MANAGER DALLAS, TEXAS 1615 ROYAL ST. P.O. BOX 1014

News Notes and Comments

United Nation's Day

United Nation's Day will be on Friday, October 24. A Leader's Guide has been prepared by the National Citizens' Committee to help plan meaningful observances of UN Day. The theme this year "Celebrate UN Day By Sending Gifts and Greetings World Wide—Through UN Birthday Parties-With-A-Purpose," is designed both to generate added support for the United Nations and to promote closer contact and greater understanding among all UN Peoples. Similar UN Day parties will be held in at least 18 countries in Europe, Asia, and the Near East this year, and it is hoped that they become a world-wide tradition.

Our schools play a particularly important part in building understanding and support of the United Nations, and United Nations Day programs offer valuable opportunities for creating and sustaining this support.

A teacher's guide entitled "Use the UN in Your Teaching," and other aids are available. Write to National Citizens' Committee for United Nations Day, 816 Twenty-First Street, N.W., Washington 6, D.C., for information, suggestions, publications, etc.

Freedoms Foundation Announces School Awards For 1952

Two hundred and fifty school awards including two hundred all-expense, three-day historic pilgrimages to the site of George Washington's winter encampment at Valley Forge, Independence Hall, and other historic shrines in Philadelphia and to Washington's home at Mount Vernon are offered by Freedoms Foundation in the 1952 School Awards Program. The awards will also include one hundred and fifty comprehensive Freedom Libraries and two hundred George Washington Honor Medals. These awards will be presented to those schools which, in the opinion of the Freedoms Foundation Awards Jury, are doing an outstanding job of teaching the fundamentals of the American Way of Life.

The Awards Program calls for an organized presentation of those activities during the school year which show that the school is working to build better understanding of the American Way of Life. Entries are judged on the basis of the Credo which shows the American way based on a fundamental belief in God, Constitutional government designed to serve the people, and an indivisible bundle of political and economic rights.

Entries may take the form of artwork, photographs, press clippings, recordings, films, or other appropriate media which tell the story of the school's activities.

All entries are evaluated by a distinguished Awards Jury consisting of Justices of the State Supreme Courts and others, with Dr. Albert C. Jacobs, Denver University, as chairman. High school newspapers may be nominated for a Freedoms Foundation award, also. Complete details on the National and School Awards Program may be obtained by writing Freedoms Foundation, Valley Forge, Pennsylvania, for official nomination forms.

Outdoor Skills

Each year in this country there are close to twenty million fresh water fishing permits sold. . . . Yet how many of our high schools teach the art of fly tying, casting, and fishing? How many teach our students the vital importance of land conservation, the need for stream protection against pollution, the conservation of our wildlife, top soil, essential to the continuation of good fishing and hunting.

We need to teach our students the skills necessary to enjoy our great out-of-doors, to handle firearms with safety, to shoot with accuracy, to observe the accepted rules of conduct, of the field, the forests, and the streams.—J. L. Berridge, quoted in New Jersey **Educational Review**; Clearing House.

Thirteen Pupil School Edits Own Newspaper

A one-room school in Colorado has undertaken the ambitious program of publishing a school paper. Under the supervision of Irene C. Fuller, of Clark, the 13 pupils at Moon Hill School have been publishing an account of their daily school life since the beginning of October.

The school is located in the mountains of Routt County, 16 miles north of Steamboat Springs. It has one pupil in the first grade and two each in all the other grades except the eighth.

Mrs. Fuller worked at the reading clinic at the University of Arizona last summer where, at part of the program, a paper was printed every day. That fall she carried the idea back to her school. Day by day accounts of student happenings are all student-written and range from reminders of tests and report cards to a description of an "Aspencade" and a book review of the new school readers.—The Colorado Schools.

The Musical Calendar, a recording of Stories of Jewish Holidays In Song, is now being released nationally through all Mercury Dealers. It is one of Gerald Mark's contributions. It has been inspirationally performed by soloists, choir, and orchestra. It is a remarkably beautiful and sympathetic interpretation in original songs. It can also be obtained from Sound Book Press Society, Inc., P.O. Box 1495, Grand Central Station, New York 17, N.Y.

Wise Men?

When the white men discovered this country the Indians were running it. There were no taxes, there was no debt. The women did all the work. And the white men thought they could improve on a system like that!—Ex.

Are You A Good Citizen?

The answer to that question can be found in the answers to the questions below. Give yourself 10 points for every affirmative answer. If your total score is 80 or above, you are a good citizen. If it is from 70 to 80, you are a fair citizen. If it falls below 70, you are enjoying freedom protected by others.

1. Did I vote in the last presidential election?
2. Have I paid my 1952 poll tax?
3. Do I support our freely elected officials, even though they may not be the candidates for whom I voted?

4. Have I ever written my congressman informing him of my feelings on matters of vital concern to my nation?
5. Can I intelligently criticize my government? (Or do I merely grumble and complain?)
6. Do I speak of my government as "we"? (Or do I refer to it as, "they"?)
7. Am I tolerant of minority groups?
8. Do I participate wholeheartedly in the local affairs of my community?
9. Do I progressively support and defend the American way of life as reflected in our schools, churches, and national institutions?
10. Do I ever put the interests of my nation, my state, or my community above my own personal interests?—Travis Johnson; "The Texas Outlook."



"YOU AND YOUR SPEECHES"

By Professor E. C. Buehler, University of Kansas

Now in use in over 100 High Schools

An outline for speech improvement which is simple, clear, interesting, and inspirational. The book is based on a system which combines the practical and the case method in the learning process. Both teacher and student like it.

An unusual procedure with step by step directions and assignments.

Enlarged — Revised Edition — 1950

Third Printing

270 Pages

20% School Discount

Price \$3.00

THE ALLEN PRESS

Lawrence, Kansas

How We Do It

LIBRARY CLUB ACTIVITIES

In Merrill Senior High School we have a club which consists of library staff members only. It is called "The Library Club."

Two methods of fund raising include dues and the sale of salt water taffy.

Some of the activities we have accomplished this year are:

Selling of taffy.

Sent out a Library Club questionnaire to other schools in our district.

Visited our public library twice.

The head librarian of the public library came and told us how their library operates.

Some of the activities we plan on doing are:

Visiting a bloodmobile.

Merrill High School faculty tea.

The Waupaca High School sent us the following answers to the questionnaire that we sent them regarding the operation of their library club.

Question: How many members?

Answer: Forty girls; no boys.

Question: What type of publicity have you?

Answer: A reporter, bulletin boards, assembly program once a year.

Question: When are the meetings held?

Answer: Once a month after school.

Question: What method of fund raising do you have?

Answer: A dance, "Alice in Wonderland," by the senior cadets. We raised \$60.

Question: Any comment of exchange interest?

Answer: We cannot be compared with a large school as I teach one hundred students (three big classes). Much of my work is done by Cadets and Pages under my direction. I have to train the beginners called Pages, supervise the small Elementary Library, handle all new books coming into the entire school of one thousand students, so I cannot say enough grand words about my girls. I answered this questionnaire instead of my President because she is busy with other activities.—Sophilia Kurkowski, High School Librarian, Merrill High School, Merrill, Wisconsin.

A POTPOURRI OF IDEAS

In one large study hall where taking attendance becomes quite a problem, two students are

trained to keep attendance records under the supervision of the teacher in charge. In case of illness of the teacher and a substitute is faced with the intricacy of taking attendance, there is adequate and trained help. If the teacher is delayed in appearing on time, the students are also prepared to take over. If one student is absent, then the other one is there to step in. It saves much time for the teacher in charge, gives the students a sense of responsibility, and teaches them to be dependable.

Because in most schools it is a complicated procedure to take attendance and keep the numerous records required, an alert teacher trains two of her students in the methods used so that during her absence there need be no concern that records are not being kept as required. The students are in a position to help the teacher as well as to assist a substitute, or to manage affairs should the Home Room teacher be delayed.

This same method of student assistants is used by several departments. Substitutes find these student assistants an invaluable aid in continuing the usual procedures of the regular teacher. They are allowed one-fourth credit and some departments have the laboratory assistants form clubs where they discuss the problems of the department and feel free to make valuable suggestions to the teacher. Students in classes appreciate the extra help the laboratory assistants give for they say, "We like the lab assistants. They are both courteous and helpful."

—Edna von Berge, 1426 Grand Avenue, Dayton 7, Ohio.

A CLASS PROJECT IN SCIENCE

Mrs. S. D. Reilly is a science teacher in the A. P. Morris Junior High School, Hillside, New Jersey. Her class assignments usually consist of the low homogeneous groups. Her teaching methods center around project work; the latter are usually individual, such as the making of notebooks. However, once a year, the whole class participates in a major project, the making of a mural.

The mural is generally ten feet long, and four feet wide, and is divided into several sections. The theme of this project centers about current events in the world of science, particularly new inventions. The mural is organized in this way. The first step is a class decision on those things that they would like to have included in

their mural. Subjects which they have seen pictured in such magazines as "Science Illustrated," "Life," or "Popular Science" are usually selected. The picture which pertains most to the general theme is given a central position. A discussion by the group decides on the space allotment to be given to each picture in the mural.

When the organization of the project has been completed, the class is ready to start on the actual work. A piece of ordinary brown wrapping paper of suitable size is brought to class, and the approximate locations for the pictures are mapped out. The work of sketching the pictures is then begun. When this is completed, the task of painting starts. The colors of the original pictures are sometimes modified to give the maximum overall artistic effect. The class has found that poster paints are most effective on this type of paper. Two coats of paint are applied. The members of the group alternate in working on the mural. The class is so organized as to give each pupil an opportunity to participate in this project at least once a week. Approximately six weeks are spent on this activity. When the mural is dry, a frame is constructed in the shop, and the latter is mounted above the blackboard in the front of the room.

Here is a typical example of one of the projects produced by Mrs. Reilly's groups in 1946. "The Atomic Age" is the title of this series of paintings. The center picture represents atom bombs falling on the earth. On one side of this, an area that has been devastated by bombs is represented; on the other, a radar station used in detection of bomb-bearing airplanes. Radar to the moon, a walkie-talkie in action, and the discovery of intracaine complete this mural.

The students look forward to working on this project with great anticipation, and the value they derive from it is more than that of enjoyment. They get a knowledge of science by learning about the scientific facts and phenomena exemplified in the pictures they paint. Through this means, the pupils not only gain an outlet for their creative ability, but they also learn how to co-operate in a group enterprise. To many, the successful completion of this mural is their first taste of real success; to all, there is the satisfac-

tion and pride in a job well done.—Celeste E. Mandes, A. P. Morris Junior High School, Hillside, New Jersey.

BROTHERHOOD WEEK OBSERVED BY STUDENT COUNCIL

The Port Washington High School, Port Washington, Wisconsin, student council observed Brotherhood Week by having as their guests, six foreign students from Marquette University in Milwaukee, Wisconsin.

They visited the classes throughout the day and talked about their homelands. Students also took them to their homes for lunch.

At the end of the day, they addressed the student assembly and told the students about their homelands.

The students were from Brazil, the Philippines, Austria, Holland, and France. They were enjoyed very much by everyone and it proved to be a very successful program.—Student Council, Port Washington High School, Milwaukee, Wisconsin.

ACTIVITIES AND CLUBS ARE OF DISTINCT VALUE

"No profit grows where is no pleasure ta'in,

In brief, sir, study what you most affect."

Shakespeare certainly was right when he wrote those words of wisdom! We can find no profit doing things in which we have no talent. That is what our teachers had in mind when they planned the 7A enrichment courses. But before trying to understand these courses, let us look at our seventh grade as it was before the courses came into being.

The seventh grade was entirely without organized activities of any kind. Children in that age group need the constructive ideas which clubs offer, and our new courses are supplying these ideas. Now we can look into these courses and understand what they do.

After being given tests which signified where each child's talents fell, the class was divided into four groups. The first of these was for children whose talents turned toward music, the


1952 American
COLLEGE STUDENT
Leaders

7000 Student Leaders
in 1000 U.S.A. Colleges Listed
Biography form contains
addresses, students and
parents - Achievements,
etc. Every Reference
Library should have copy.
TRADE DEALERS INVITED
Leader Publications, Box 670 - Beverly Hills, Calif.

\$10.00
retail

UNIFORMS

New Style Book showing
Uniforms IN COLORS. Also
special designing. Wonderful
line of samples. Write us first.
DeMoulin Bros. & Co.
1060 S. 4th St. Greenville, Ill.



Royalty-Free Plays for Young People

Ready September 15th!

ONE-ACT PLAYS FOR ALL-GIRL CASTS

by MARJORIE PARADIS

Twelve sparkling new comedies by a well-known author of stories for young people. Crisp dialogue and entertaining situations will delight actors and audiences. This book will be a boon to teachers and drama directors as good plays for all-girl casts are always in demand. *Junior High and High School.* 210 pages; \$2.50

Ready October 1st!

TWENTY-FIVE PLAYS FOR HOLIDAYS

by MILDRED HARK and NOEL McQUEEN

A new collection of holiday plays by these talented authors. Contains new plays for all the "special days" including such occasions as Election Day, Book Week, etc. Tradition and fun are combined in these plays to offer wholesome entertainment for modern teen-agers. *Junior High and High School.* 422 pages; \$3.50

Ready October 15th!

HOLIDAY PROGRAMS FOR BOYS AND GIRLS

by AILEEN FISHER

A treasury of classroom and assembly material—plays, poems, skits, group readings, and recitations. The variety and scope of this collection make it easy to arrange balanced and effective holiday programs. Flexible casts and simple staging. *Primary and Intermediate.* 394 pages; \$3.50

Published April, 1952

HOLIDAY PLAYS FOR TEEN-AGERS†

by HELEN LOUISE MILLER

Twenty-one comedies for celebrating holidays and special occasions; modern settings, true-to-life teen-age characters. Entertainment is the prime objective of these plays, but each brings out the ideals and traditions of the holiday it dramatizes. *Junior High and High School*

355 pages; \$3.50

Published January, 1952

LITTLE PLAYS FOR LITTLE PLAYERS†

edited by SYLVIA E. KAMERMAN

Fifty entertaining plays for primary grades covering a wide variety of subjects—holidays; general plays on such subjects as health, courtesy, safety, etc.; legends, fables, fantasies, and fairy tales. Easy to produce, with simple settings. *Primary*

338 pages; \$2.75

Previously published and still in demand

PLAYS FOR GREAT OCCASIONS

by GRAHAM DuBOIS

Junior High and High School

371 pages; \$3.50

MODERN COMEDIES FOR YOUNG PLAYERS†

by MILDRED HARK and NOEL McQUEEN

Junior High and High School

373 pages; \$3.50

CHRISTMAS PLAYS FOR YOUNG ACTORS†

edited by A. S. BURACK

Primary through Junior High

264 pages; \$2.75

100 PLAYS FOR CHILDREN†

edited by A. S. BURACK

Primary and Intermediate

886 pages; \$4.75

RADIO PLAYS FOR YOUNG PEOPLE*†

by WALTER HACKETT

Junior High and High School

277 pages; \$2.75

CAREER PLAYS FOR YOUNG PEOPLE*

by SAMUEL S. RICHMOND

Junior High and High School

342 pages; \$3.50

ON STAGE FOR TEEN-AGERS*†

by HELEN LOUISE MILLER

Junior High and High School

432 pages; \$3.50

SPECIAL PLAYS FOR SPECIAL DAYS*†

by MILDRED HARK and NOEL McQUEEN

Intermediate and Junior High

397 pages; \$3.00

* Recommended in the **Standard Catalog for High School Libraries**
† Listed in the **Booklist** of the A.L.A.

(For a timely variety of new plays each month of the school year, subscribe to *PLAYS, The Drama Magazine for Young People*. Sample copy on request.)

PLAYS, INC., Publishers, 8 Arlington St., Boston 16, Mass.

second toward art, the third toward dramatics, and the fourth for those who seemed to have no particular talents. Now we can look into each group individually.

The children taking the music course have accomplished much to help themselves. They have listened to GOOD records, and studied composers. They have done much in studying the fundamentals of choral singing. The children in the course have learned to understand elementary music in such a way that will be a great benefit to them as they follow musical careers.

The group studying art has won much public favor. Their posters for poppy day have been seen and praised by many, and their puppets are now teaching wounded veterans to use heretofore useless hands and muscles. Besides these things they have done work in portrait drawing, stenciling, carving, sketching, textile painting, making potholders, and reading frames. Their accomplishments are plain to see.

The dramatic group has probably gained the most public recognition. They have presented three plays to the entire student body, and have given excellent choral readings in public many times. The main purpose of this section is to enable the students to gain poise and experience in appearing before a group. They have done just that.

Now what about the fourth untalented group? What have we done with them? We have simply turned them loose in the library! It doesn't sound very exciting, does it? But the library is a fine place to gain knowledge, and these browsing periods may have helped some maladjusted boy or girl to start on the road to success. We sincerely hope so!

So there you have the story, but you would have to see it taking place before you could realize how much it has done. You would have to attend the classes and witness what the children do. Or do you have such a plan? We DO, and we hope that our success will help you make your seventh grade a better place for all concerned, as we are sure that our plan has benefited us.—Kay Sexton, Rushville High School, Rushville, Indiana.

SOUND EFFECT RECORDS

Speedy-Q, Gennett, Syncro

Write for Free Catalogue to

GENNETT RECORDS

Box 38, Foulke Station

Richmond, Indiana

Comedy Cues

Honestly

Brown's fishing venture had been a flop, and on his way home he entered the local fish market. When the dealer asked what he wanted, Brown said, "Just stand over there and throw me five of the biggest trout you have."

"Throw 'em? What for?" asked the dealer in amazement.

"So I can tell the wife I caught them," replied Brown. "I may be a poor fisherman, but I'm no liar."—Ex.

Take Your Choice

An official who had occasion to write to a member of the Chinese colony, mindful of the Oriental's appreciation of flowery language, and of his own duty to the cause of good public relations, ended his letter with the wish: "May Heaven preserve you always."

To the delight of the official's office staff, the Chinaman responded with: "May Heaven pickle you, too."—Ex.

BUILD . . . BETTER

Your High School Speech and Drama Activities

12 benefits for you, your students, and your School-Community relations. Here is an educationally sound incentive tool that can help you.

- Strengthen your School-Community relations and activities.
- Build esteem for all speech activities in your school.
- Encourage better classroom speech and oral reporting.
- Reward students for oral GROWTH as well as talent.
- Apply to ALL STUDENTS in the high school.
- Help students to plan and execute educationally sound extracurricular oral programs—minimum effort by you.
- Apply to all four years, helping to develop good speech habits on a day-to-day basis.
- Provide current information on public speaking, drama, debate club meeting activities in other high schools.
- Provide a flexible incentive tool that fits your local situation—conserves your time.
- Help parents understand the need for good oral communication.
- Give national recognition (which helps you locally) for good speech progress made in your high school.
- Identify your school with a 12-year-old national program that encourages GROWTH as well as talent in oral communication.

Ask about Masque & Gavel Society's national SPEECH FOR USE classroom and extracurricular achievement program. Successfully proved. Educationally sound. Tailored to your needs. Academically stimulating. Write:

MASQUE & GAVEL

Northwestern University
P. O. Box 822 Evanston, Ill.



The Columbia Scholastic Press Association

ANNOUNCES ITS

Twelfth Annual Short Course
In Yearbook Production

TO BE HELD AT

Columbia University In The City of New York
on Friday and Saturday, October 10 - 11, 1952

Various sectional meetings have been arranged around core yearbook subjects so that delegates may learn many ways of bettering their books. Yearbook problems will receive full consideration by experts in the production field.

There will be an exhibition of yearbooks entered in the 1952 Critique and Contest during the Conference.

For further information, write to:

COLUMBIA SCHOLASTIC PRESS ASSOCIATION

Box 11, Low Memorial Library

Columbia University

New York 27, New York

Timely every year---especially timely in a Presidential Election Year

For 1952-53, adopt *WE, THE CITIZENS*—and allow your students to participate *realistically*, through classroom work and community activity, in the election campaign and the political and civic developments that follow it throughout the school year.

WE, THE CITIZENS is an objective, "how to do it" book prepared for use in Problems courses, Senior Civics, or at any other suitable point in the 11th and 12th grade social-studies sequence. The table of contents below indicates the extremely practical approach of this text to the specific problems of active, participating citizenship. Young people who soon will be 21 need just such a book. Order a copy of *WE, THE CITIZENS* today for 30-day free examination.

The Life-Adjustment Social-Studies Text:

—ALDRICH-MARKERT—

WE, THE CITIZENS

Senior Problems in Civic Responsibilities

- | | |
|---|--|
| 1. How to Be a Good Citizen | 10. How to Study Platforms |
| 2. How to Cooperate with Civic Authorities | 11. How to Understand Constitutionality |
| 3. How to Analyze Issues | 12. How to Select a Candidate |
| 4. How to Be Active in Community Betterment | 13. How to Choose Your Political Party |
| 5. How to Protect Your Rights as a Citizen | 14. How to Register and Vote |
| 6. How to Be Active in Community Politics | 15. How to Write to Your Congressman |
| 7. How to Be a Worker in Your Political Party | 16. How to Vote Taxes |
| 8. How to Listen to Political Speeches | 17. How to Serve on a Jury |
| 9. How to Read Political News | 18. How to Judge Good Local Government |
| | 19. How to Understand Social-Political Terminology |
| | 20. How to Be an International Citizen |
| | 21. How to Be a Responsible Citizen |

30-day approval — List price \$2.75,

Single copies, \$2.20 net

20 or more copies, \$1.93 each, net

INOR PUBLISHING CO.

207 Fourth Ave.
New York 3